

Stand up, the next genius

I am clever, you are talented, he is gifted, she is a genius. We are generally superior, you are environmentally disadvantaged, and they are just hooligans.

Most discussion of "giftedness" and schooling is riddled with semantic confusions, political nuances, and deep-rooted beliefs about people and society. Her Majesty's inspectors have done their best (page 7) to ignore the emotional changes around the subject, to define terms, and to find out teachers' attitudes to the top 2 per cent of children on all-round ability (as measured by IQ tests) and children with special talents in middle schools and comprehensives.

Their report certainly provides some ammunition for the gifted lobby, but it is a balanced study which shows that there is no single or dominant method of meeting the needs of the gifted. The HMI's provide no quantitative data. But the impressions they received were often pretty discouraging. It seems that in many schools teachers are at least with the possible exception of musicians and athletes—the brightest and most talented children will fend for themselves.

There is no special provision. There is no way of glossing over this report. It would be naive to think that identifying and developing talents in children is an easy job. But many schools do not seem to have thought about the problem at all.

Where this is the case there is no need to tangle with political and semantic difficulties. Certainly you can argue about the proportion of special resources—both teaching time and equipment—that should go to any particular group of children. You can argue about definitions—and the horrid word "gifted" (an American euphemism?) does not help.

But it would be extraordinarily perverse to maintain that very able or talented children do not need particular attention if they are to develop their abilities. It seems that in some schools they do not even have access to decent books.

The report also shows the resources and strategies that exist to be used—when schools have the will to do so. Some take care that their libraries—and librarians—are geared to back up teachers' work with children who are way ahead of their age group. Some co-opt teachers and resources from local universities and colleges. Some got a lot of help from parents with special talents and skills. The point is, they recognize a need and look for effective ways of meeting it.

Properly organized mixed ability teaching apparently can work well for the "gifted". So do quite different schemes which involve an

element of withdrawal from ordinary classes. Some authorities arrange enrichment programmes and activities. Some children go to neighbouring schools or colleges, with special teaching strengths, for some courses.

The important thing is not what strategies different schools adopt, but that every school should be required to have a policy. This should be a matter for urgent attention in those local authorities which have so far done nothing. And when so many are busy devising systematic screening procedures and record systems, it should not be too difficult to design these procedures to spot and follow up, success as well as failure.

But those who hanker after the good old days can take no comfort from this report. The HMI's dutifully show that it is perfectly possible to cater for "giftedness" in a comprehensive system, and reject the idea of segregation. They make it convincingly clear that no organizational system necessarily meets the needs of exceptional children.

This leader appeared last week and is registered here because of the limited circulation of the issue of August 5.

More jobs for teachers

In the recent exchange of letters between Mr Collingham and Mr David Steel, the Liberal leader, there was a reference to teacher

Putting jobless teachers to work

by Geoffrey Ford and Joan Hick

How to break out of great training trap

The Government confined the Manpower Commission's brief to:

- Consider (young people and wives, May 1977) to the employment and training difficulties of young people in the 16-19 age group.

Unemployed student teachers are often caught in an awkwardly more incisive vocabulary from which it is very difficult indeed to plan escape routes, and which can make their plight even more desperate than many school leavers. The situation has highlighted a growing dilemma facing large numbers of other students who complete their studies only to discover they have chosen a subject, vocational or general, which has limited immediate employment value.

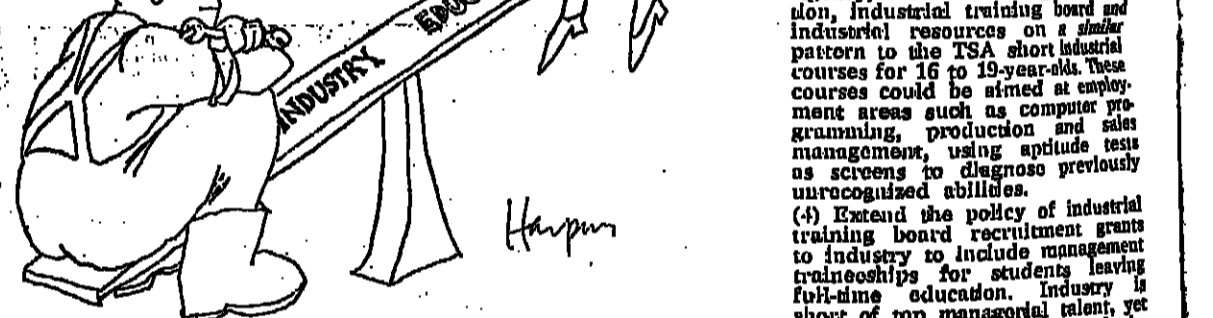
The result is often lengthy unemployment, disillusionment, under-employment, or both. How great is the teacher unemployment problem? A survey completed by the Standing Conference of University Applications in November and January 1976 of postgraduate teachers leaving 22 universities and 14 polytechnics showed 17.3 per cent of students still seeking teaching posts 6-12 months after the start of the summer term.

A recent survey of colleges of education graduates showed 22.7 per cent without teaching posts; college students are more likely to be qualified in primary work which has proved a more difficult field for their employment. Individual surveys of Certificate students have shown up to 50 per cent from same colleges without posts after the start of the summer term.

An article in *Education Today* (30 June) has highlighted the increasing number of students encountering little difficulty in finding work. Follow-up surveys we have encountered in Leeds confirm these trends, with unemployment probably concentrated on Certificate students, primary teachers, and "overload" subjects, especially general arts.

Recent trends threaten an even bleaker year in 1977, and not surprisingly the vast majority of this year's students at our local colleges and institutes of education have requested vocational guidance interviews. Five typical cases illustrate common dilemmas. The names are fictitious.

Kayn wishes to use his BEd in the same way as a non-vocational degree and apply for employment outside teaching. He is interested in industrial and commercial



management training schemes. He was employed by a large firm, but his promotion prospects were nil. He now wishes to enter industry but his final qualification will be a Certificate, making his situation even more difficult. On paper he cannot be considered for any training scheme or postgraduate course which requires a degree as an entry qualification. No industrial employer ever asks for a Certificate for entry to a post. Janet is studying for a Certificate and started her course with the minimum five O levels. She intends to try for a position in a bank, which, ironically, she would have stood a better chance of obtaining before entering college. She is returning to her home area to marry and may have even more difficulty because employment opportunities there are severely limited. Hence a better employment may be in a local laboratory joining her friends who went to work there at 16, straight from school. Pamela is an able girl with A levels in the sciences, and now wishes to enter university. She was advised by her school to enter a college BEd course because it was considered a better preparation for teaching. She is now uncertain whether she wants to teach and wishes to explore other options which she would have stood a better chance of obtaining had she entered university. John chose a Certificate because of a strong social conscience, and now wishes to explore related areas such as social and probation work. He had a stressfully unhappy experience at public spending cuts, and his qualifications are probably insufficient to guarantee him training places in the face of strong graduate competition. He is most unlikely to obtain a second chance of employment. He has obtained for himself an MSC (Management Studies Course) which is a useful extra qualification. He has obtained for himself an MSC (Management Studies Course) which is a useful extra qualification.

These and other students who cannot get teaching posts, or who have obtained them but whose careers have at present the following options—

- Continue applying for teaching. This diminishes the chances of being consigned by alternative employers. Head teachers also are less likely to shortlist the longer a student is unemployed or excluded from practical teaching experience.
- Apply for posts overseas with

completion of training should be an interim one, and that the achievement of full status as a passport to a teaching career should await the satisfactory completion of probation. The teacher's permanent appointment might also be deferred until the time, his probationary service being undertaken on a separate contract reflecting his interim status, and lightened responsibilities.

A careful reading of these finely chiselled words suggests longer-term objectives than the immediate desire to offer more jobs to young men and women coming out of college, but it could be the perceived circumstances offer peculiarly favourable terms to those who wish to secure a shift in the contractual basis of the teacher's first employment. Given this, the Government might cheerfully help i.e.s. to take on a 10 per cent more young teachers than demographic trends would otherwise justify: thus, at one and the same time, taking some teachers out of the dole queue and enabling i.e.s. to pick their permanent staff with better information about practical teaching skills.

And though it is easy enough to see why teachers' unions will be quick to point out that this scheme would only postpone for 12 months the career problems of those teachers who are not offered permanent jobs, some of these, at least, will have the wit to recognize that the scheme is a useful device for covering their eyes, not, as God's gift to teaching, than 40 years.

Immediate subject. Work experience would provide students (as it does school leavers) with the opportunity to test and prove their interests and abilities, and employers the chance to assess potential applicants for longer periods before final selection.

- (2) Relax TOPS eligibility restrictions but retain a higher education course as a minimum requirement for using their immediate professional training.
- (3) Mount emergency "key sector" courses using the Training Service Agency, further and higher education, industrial training board and industrial resources on a similar pattern to the TSA short industrial courses for 16 to 19-year-olds. These courses could be aimed at employing areas such as computer programming, production and sales management, using aptitude tests as screens to diagnose previously unrecognised abilities.
- (4) Extend the policy of industrial training boards to include management apprenticeships for students leaving full-time education. Industry is short of top managerial talent, yet grants of industrial investment funds for training, recruitment and "risk taking" are more palatable to employers.

Much of the current debate is concentrating on possible future solutions such as the piling out of the Certificate and BEd, or the broadening of scope to a wider range of careers. Necessary though these changes may be, they are long-term, and careers advisers must acutely aware that students, both leaving school in 1976 and 1977, are facing problems now and need immediate help.

The waste of some of the country's top talent is already intensely worrying, and the consequent disillusion and sense of being cheated, expressed by many students, has long-term social implications.

It may be argued that the young able have already employed their fair share of the country's resources. If higher education is not to be abandoned, then it is reasonable to assume that those who are over-qualified for the job of the individual must be employed or trained for alternative professional, or community development, or other higher education students in similar circumstances who want to enter the labour market.

It is essential, and the following points are put forward as a possible emergency programme:

- (1) Extend work experience schemes to all first-time leavers from full-time education, higher education as well as school. Employers' suspicion of motives is a major barrier to the recruitment of student teachers, and other students changing direction.
- (2) Offer students normally liable to receive experience outside their

£4m bait fails to land new recruits

by Bob Doe

Only one sixth of the places have been taken up in the Government's £4m scheme to recruit more teachers in shortage subjects.

The plan, which was announced in April's Budget, was to pay special grants to 1,200 mature graduates and others suitably qualified to train or retrain as teachers of maths, physical science or technology.

It was hoped that the special tax-free maintenance allowance of £45 a week plus generous dependants' allowances would attract scientists and others out of industry and commerce. But the Department of Education and Science revealed this week that so far only 200 of these grants have been awarded.

Though most of the courses are due to start next month, there is still time for some improvement on this figure. It will have taken many applicants some time to secure college places and make their applications for the special grants through their local education authorities. Fresh applications are currently arriving at the Local Government Training Board, which administers the scheme, at the rate of 15-20 a day.

It does not seem likely, however, that the Government's target of 1,200 extra teachers will be met. Since details of the scheme were announced in May, the DES has received about 9,000 inquiries for further details.

8,000 teachers on dole —and many more to come

by Stephen Cohen

Nearly 8,000 teachers were out of work in June according to the Department of Education. This is nearly double the figure for 1976 when 4,627 were registered at employment exchanges.

Mrs Shirley Williams, the Education Secretary, revealed the figures in a reply to a parliamentary question last month. She said there were 6,074 teachers registered with the Department of Employment plus another 1,848 higher and further education lecturers.

The figures do not take account of the students who left training colleges and polytechnics last month. This released another 36,500 teachers on to the labour market. Neither are they a true representation of the number of teachers who completed their training, could not find a job and decided to opt for another employment.

A spokesman for the Manpower Services Commission said this week that details were not kept of the number of teachers who went into but it was clear that many were being employed on job creation schemes.

The National Union of Teachers estimates that there will be 20,000 jobless teachers this autumn. Official figures will not be revealed until November when the Department of Employment publishes its quarterly returns.

Mr Bernard Wakefield, deputy general secretary of the National Association of Schoolmasters-Union of Women Teachers, said he suspected that many local authorities

were not using extra Government funds properly to give jobs to 2,000 teachers by releasing others for in-service training.

According to the Department of Education a further 36,500 teachers are expected to qualify this summer. About 80 per cent or 29,600, would seek teaching posts in state schools.

Mrs Williams has said it is impossible to estimate the likely increase in teacher unemployment this autumn but Mr Wakefield of the NAS-UTW feared that the number would be static and the rest of the working population.

The "urgent investigation" of the DES report says that in spite of the numbers of teachers who failed to get jobs in the past few years, teachers have been hit by unemployment far less than the rest of the working population. The general rate of unemployment is about 6 per cent whereas among teachers it is only 1.5 per cent.

Class sizes fell in 1976. The average class size in primary schools was 29.2 and in secondary schools 22.3. The percentage of classes with more than 30 pupils has fallen since the beginning of the decade, from 67.5 per cent to 45.2 per cent in primary schools and 23.5 per cent to 15.4 per cent in secondaries.

The cost of post-16 education rose by 18 per cent to £59 a head in 1976, and by 22 per cent to £82 a head in non-advanced and £1270 in advanced further education. Polytechnic and university costs rose by about the same percentage to £1,980 and £2,025 for each student.

Overall public spending on schools went up by a quarter last year from £2,705m to £3,408m. Spending on all education in 1976 was £7,535m.

Education and Science in 1976. HMSO, £1.50.

DES slated for 'crude' advice

The Assistant Masters Association criticized the Department of Education this week for failing to give precise criteria for dealing with the problems of a falling school population.

Mrs Shirley Williams, the Education Secretary, is taken to task for not producing detailed advice and guidance to local authorities.

The association's journal says Mrs Thatcher, when she was Education Secretary, issued a major detailed and carefully argued document—the White Paper, *A Framework for Expansion*—and that a "logical and sensible retrenchment can hardly be planned without the same degree of well documented, thorough analysis."

Teachers will be irritated, says the journal's editorial, that Mrs Williams has issued a "mere circular" which offers a "crude" guidance to deal with an acknowledged but complex problem.

The association says there are three important questions which the circular fails to answer. These are: Must class sizes remain exactly as they are in spite of falling pupil rolls and growing numbers of unemployed teachers? If not, what size of teaching groups should local authorities aim for? What plans should authorities make for the 1990s when pupil numbers are likely to increase?

Meat men face boy's challenge

Butchers in Manchester are in a lurch over the artificial meat in their shops. They claim their earnings are being chipped because the meat is bought by school kitchens.

The fortified edible vegetable protein which is put into 10 per cent artificial fish means the butchers are taking home less money because their pay is tied to a bonus system for real meat.

The more beef, mutton and pork they prepare for the kitchens, the larger their bonus. But since the vegetable protein was introduced last year, the butchers' bonuses fell from £16 a week to £15. About 10 per cent less comes under their choppers at Manchester's municipal abattoir.

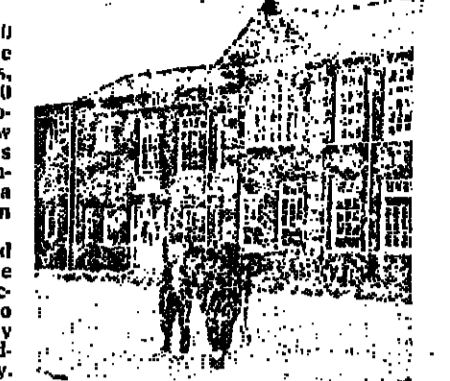
The row could simmer down when schools reopen next term.

Minister backs boarders

Surrey County Council's boarding school at Ottershaw has been given a stay of execution following the intervention of Mrs Williams, the Education Secretary.

The authority was to have closed the school for 220 boys by 1979 as part of a campaign of rationalising, mainly because the building, which was not purpose built and is very expensive to run, is in need of considerable repair and modernisation. Mrs Williams has responded to a campaign organized by parents of Ottershaw boys and asked the council to reconsider the decision to close it.

Mrs Williams has now suggested that Surrey should examine the possibility of changing the character and enlarging the school to provide for about 360 boys, mainly aged 12 to 16, who would be admitted regardless of their ability.



School costs up 30 per cent

The average cost of primary schooling rose by 30 per cent last year, according to figures published this week in the annual report of the Department of Education and Science. The average cost rose from £305 a head to £379. Nursery schooling costs rose by 35 per cent from £451 a head to £608.

Over two-thirds of these costs were accounted for by teachers' salaries. Providing for extras in all educational establishments (except universities) cost on average only 10 per cent of the total cost of education; salaries for non-teaching staff accounted for 15 per cent. Only about 1 per cent was spent on books.

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Education and Science in 1976. HMSO, £1.50.

Eight quit over new head

Eight teachers at Queens Park Lower School, Bedford, who complained about their new headmistress will not be at their desks when the school year starts in September. One has resigned, two have got jobs elsewhere and five have requested transfers which the authorities is likely to accept. The mass exodus leaves only three teachers on the staff including the head, Mrs Marjorie Standing and her deputy.

The teachers' grievances were upheld by the school's managers and, according to the county council, "certain recommendations" were made to settle the problems.

But the grievances were rejected by the local education authority's appeals body which met for three days last month. It listened to 19 people and considered a great deal of written evidence.

Mrs Standing, who took up her post at the beginning of the year, was not present at the original hearing but attended the appeal. The appeals body has made its own recommendations to settle the dispute but details are not being released. A spokesman for the county council said that was likely to be held in private.

More staff now for Stockport

Twenty-one extra teachers should be employed by the borough of Stockport, an arbitration panel has recommended. The borough's pupil-teacher ratio for primary schools should be improved by 0.5 from last year, says the report, which was presented to the local council this week. The report also recommends that more teachers be hired this year if money can be found.

The arbitration panel met last month after a 12-week dispute which affected 80 schools and led to 5,000 children being sent home. Stockport has one of the worst pupil-teacher ratios in the country.

A spokesman for the authority said the council welcomed the report, but could not say if the arbitration recommendations will be put into practice.

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Pupils call for ban on caning

by Mark Vaughan

The National Union of School Students, who describe themselves as the "consumers" of corporal punishment, have called on the Government to bring in legislation which would outlaw the practice in all schools.

In their evidence to Mrs Williams, the Education Secretary, who has started a "mini-debate" on the subject, the NUSS say there is "little doubt" that most corporal punishment is not recorded.

"We have shown that corporal punishment is still widely used as a disciplinary sanction, that a lot of this use is irregular and much carried out in a way which even supporters of corporal punishment would object to. The restrictions on its use are largely ignored."

The NUSS argue that the use of corporal punishment is degrading and humiliating, and that many beatings have resulted in severe physical and psychological damage.

"Generally the effect of corporal punishment is to alienate school students, to create resentment among them, to produce violent adults and seriously worsen school discipline by conditioning an acceptance of violence and harm-

ing teacher-pupil relationships. . . It must therefore be abolished and the only way this can be done properly is by parliamentary legislation."

The union claim there are "very many schools" where irregular instruments are used, such as table tennis bats, board rubbers, boots, steel rulers and especially slippers or gym shoes. "There are very many schools where corporal punishment is administered in irregular places, such as on the head, and very many schools where it is administered at the front of the class."

"We know of one school where three boys were caned by the headmaster in front of all the boys in the school, despite the local authority's rule that all corporal punishment should be given in private. In a secondary school in Coventry, there is a male teacher who often hits 13-year-old girls on their bottom with a gym shoe, in doing so he is simultaneously breaking the L.E.A. regulations in three ways. He is also a teacher of religious knowledge, and these punishments are carried out when he is meant to be imparting religious knowledge. What sort of moral standards is he passing on?"



British Chess Championships: wrapt attention from the onlookers at Brighton, relaxation on the face of Nigel Short, at 12 said to be the youngest competitor ever to play in the competition.

Tyndale head sacked

Mr Terry Ellis, head of the William Tyndale Junior School, London, and another William Tyndale teacher, Mr Brian Haddow, were sacked by the Inner London Education Authority last week.

An A.C. panel upheld a recommendation by a disciplinary tribunal that both men should be dismissed for indiscipline for their part in the Tyndale affair which reached the headlines in 1975. It

means five teachers in the dispute have now been sacked. Another resigned.

Mr Ellis said afterwards that he and Mr Haddow would follow their colleagues in lodging unfair dismissal claims. Mr Ellis, who is on the dole, said: "I shall have a rest now and try to find another job." He would like to stay in teaching but he doubted that he would get another post in the state system.

City and Guilds to the rescue

by Mark Jackson

The City and Guilds of London Institute has been called to the help of the Government's faltering scheme for educating young workers. The Institute will advise the Department of Education and Science and the Training Services Agency how to get their unified vocational preparation programme off the ground.

When the two Government bodies admitted earlier this year that their first pilot programme had gone badly, the DES claimed that, despite structural problems, the new curricula were going well. But now the Institute has been asked to help to work on the development of curricula as well as methods for the programme.

Part of the explanation is that the DES is no longer able to pronounce an uncontented judgment on the quality of courses it is sponsoring. The new Further Education Curriculum Review Unit (see article, page 18), housed at the DES but reporting independently to the Education Secretary, has made vocational preparation its first priority, and is known to have reservations about some aspects of the course content.

But what carries more weight with the DES is the need to make the scheme more acceptable to employers, whose reluctance to release young workers for the courses wrecked the first phase of the pilot programme. The City and Guilds, after a century as the leading examining body for craftsmen and technicians, is regarded by industry as "family". A close involvement by the institute in the formulation of the vocational preparation courses would reassure many employers that they are of practical value.

But the institute will be able to contribute a great deal more to the scheme than a leading brand name. During the past three years, while the DES has been evolving theoretical concepts of vocational preparation, the institute has made a reality of hundreds of schools and further education colleges throughout Britain—and an increasing number, including armed services schools, are now offering 15 and 16-year-old students a new foundation course. The courses do what the vocational preparation scheme aims to—motivate young people to improve their general education and understanding of the world by relating this to the practical vocational interests rather than traditional academic goals.

The foundation courses represent a radical breakaway from the institute's established role as a provider of schemes for part-time vocational courses and examinees. It tests around 400,000 candidates a year for certificates which are recognized by the major industries as the standard trade qualifications for their operatives, craftsmen and technicians.

The new courses are neither part-time nor intended to provide a primarily vocational qualification, although each of the existing five courses is related to a particular



industry or kind of occupation—construction, engineering, science industries, food industries and community care.

The industry concerned is used as a focus for learning basic skills, for social education, and to provide practical experience of work. Close attention is paid to the student's personal development, encouraging his leisure activities, and to careers guidance. The aim is to prepare him for starting work, for straight vocational training, or for further education. A certificate is awarded on the basis of a combination of tests set by the institute and teachers' assessments.

Fifty colleges and schools cooperated in feasibility studies for the courses in 1974/5 and in a pilot scheme the following year. Last year the scheme went into full-scale operation with 120 courses throughout the country.

Some schools report enthusiastically on the success of the courses in motivating their "disruptives"—fifth years who were alienated by traditional studies. Although the courses were devised as an alternative to CSE, in some cases students have also been able to sit for the CSE and obtain worthwhile passes. And the schools claim that a high proportion of those obtaining the new certificate get apprenticeships, although at times not in industries other than those they have been studying. It is thought that many employers have been swayed by the City and Guilds label, and regard the certificate as likely to mean a more down to earth preparation for work than CSE passes.

The number of courses is to rise next year is not yet known, but there are indications of a substantial increase. Agriculture, office studies and distribution are to be added to the existing plans.

Informal talks are to be held with the Manpower Services Commission about the possibility of modifying the foundation courses so that they can be used either by unemployed young people or by young workers on some form of release for further education. Local authorities are being urged to work out a way in which the courses can be taught in a three-day week, so that they can be taken by unemployed youngsters without imperilling the right to the dole.

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Labour hint of more local control

by Stephen Cohen

Sweeping proposals to bring universities under the control of local education authorities will be published later this month by the Labour Party.

A discussion document on changes in local government has been completed and is now with the printers. It is expected to be released within the next two weeks and to contain proposals which will affect local education authorities.

The Association of University Teachers is already upset by it. Four proposals are outlined in the document which say that national institutions shielded from central government interference by the University Grants Committee, the other three proposals change and variously suggest that regional authorities, district authorities or a mixture of local and central government should control advanced higher education. Polytechnics and the various bodies of the various schemes.

The document was finished last month at a meeting at Transport House where the party's sub-committee produced just-minute amendments to the text. The document will be circulated to constituency parties for discussion and will be debated at Labour's annual conference in October.

The proposals will not be put to the vote, however, until a year of discussions will be held and the party's National Executive will present its policy in 1978. The more controversial suggestions for universities go hand in hand with proposals to sweep away the existing local government structure and replace it with 200 new district councils underneath a top tier of regional authorities.

Professor Stanley Dennis, vice-chancellor of Hull University and deputy chairman of the Committee of Vice-Chancellors and Principals, said universities had always opposed a change in their national status. It was opposed to the C.V.C.P. which led to Scotland's universities remaining under central government and U.C.C. control in the proposals for devolution.

Leanne Sapper, general secretary of the Association of University Teachers, was also against the change. "It is like suggesting that because British Rail signalling services has its control at Euston it should be placed under Camden borough council," she said. Local authorities were not equipped to cope with universities which were national institutions drawing their students from all over the country and the world.

Think Tank report 'abrasive' British Council hits back at critics

by Bert Lodge

Doubts about the credibility of the Government Think Tank, which last week recommended the abolition of the British Council or at least the transfer of its overseas work to diplomats, have come from the Council's director-general, Sir John Lowley.

"They took a very abrasive attitude towards us," he said. "We were not bloody use to anybody," Sir John said. In a section of the report which considers the consequences of abolishing the Council, the authors acknowledge it would mean the breaking up of its overseas expertise and "the loss of its idealism and commitment of its staff, which has impressed us greatly."

Replying to the criticism that too much was spent on the developed countries of Western Europe, Sir John said the Council might consider closing some of the regional offices in this area.

He refused the suggestion that too much was spent on teaching Eng-

lish as a foreign language. It had recently become a profitable activity in some countries, particularly Spain and Saudi Arabia. Revenue from commercial activities, just under £3m last year, had trebled in recent years.

"Our policy on English language teaching now," Sir John said, "is that we must charge more than the private language schools because we are selling a better product and we must not be seen to be undercutting private enterprise. Pupils now pay about £2 an hour and we have waiting lists."

The Council would welcome amalgamation with the Inter-University Council, the Central Bureau for Educational Visits and Exchanges and the Technical Education and Training Organization for Overseas Countries. The duplication of work among these bodies was one of the criticisms.

"My gut reaction to the report," Sir John concluded, "is that the sweeping changes suggested need a



Lowley: "they said we were no use."

great deal more justification in detail before I can accept the necessity for them. And I would expect senior Government ministers to feel the same way."

Mr James Platt, director of the Central Bureau for Educational Visits and Exchanges, said the bureau was very pleased to be the only organization unequivocally mentioned in the report and to have a future in the two optional reforms proposed.

He welcomed the second proposal in which the bureau would become part of an enlarged DES service. "I suggested this should happen at far back as 1964," he said. Members of the Think Tank met his committee on only one occasion for little more than an hour, he said.

● The Think Tank report recom-

mented that if the council were abolished the DES should set up an overseas section to handle educational interchange.

It could also take on selection and testing of students and would identify demand for cultural manifestations abroad. Though if the Think Tank recommendations are accepted this last job would become a small requirement.

On the occasional secondment of staff overseas, the report remarks: "It would provide DES staff with the opportunity to observe at first hand overseas educational systems, which could be useful in their policy formulation work when they return."

The Think Tank acknowledges the growth of the council's mercenary profitable activities, but thinks these could be taken over by a unit for educational goods and services export within the DES. Language teaching in developed countries could fall into this category, it suggests.

Money should only be spent on language teaching in the poor and intermediate developing countries because "the growth of English will continue whether the United Kingdom Government puts resources into it or not." The council's low-price books scheme for developing countries (14 million copies since 1960 at half commercial price or less) is approved of in the report, but it suggests that libraries should be on a commercial basis except in poorer countries.

Fears for future of literacy programme if funds fail

A plea for special central Government funds to ensure continued and writing skills with reading this week by the Adult Literacy Resource Agency. ALRA has written to the National Institute of Adult Education, its parent body, to express concern that adult literacy provision will face cut in some areas when the agency's pump-priming period of three years comes to an end in March, 1978.

Though many authorities, says ALRA, are protecting the current level of provision for adult literacy, and some plan to increase provision in 1977/78, "others appear to be relying almost entirely on the contributions which the agency is making."

The agency recognizes that separate funding is ultimately divisive. "The sooner provision for adults with reading, writing and spelling difficulties is recognized as the responsibility of I.E.A.s, colleges and adult centres, the better," it says.

But ALRA feels that in view of the present economic situation, and the increasing number of students, and

the need to provide a follow-through service for those adults who are beginning to remedy their literacy problems, special help from central Government is imperative.

Mr Bill Devereux, ALRA's director, said that the three-year campaign had revealed additional problems which went beyond the inability to read and write.

The need for a more comprehensive approach to adult literacy, he said, was the wider context of basic adult education of which literacy was an important part, but one of the most neglected areas. ALRA also says that some central funding for voluntary organizations is required. But since its future should continue to be closely related to I.E.A. provision, the funding machinery should be an integral part of any revised system for funding I.E.A.s.

While ALRA does not believe it should be a central funding agency, it would like a central unit to be maintained to offer advisory and consultancy service to I.E.A.s and voluntary organizations.

Rejects get advice on how to apply

Many of the 400 graduates who applied for two jobs at Durham University and were rejected will be getting letters telling them how to apply for a job.

Some of the applicants wrote on ordinary lined paper taken from loose leaf folders. Most failed to give nearly enough information about themselves.

Mr Ian Graham, the university registrar, advised for two graduates to be administrative assistants with a top salary of £3,700. Of the 400 applicants—50 per cent men and 40 per cent women—only about 70 made decent applications.

Mr Graham said: "The main problem" was simply that the majority gave me insufficient information about themselves for me to be able to make any judgment as to which of the candidates were the best.

"A large majority, in effect, told me no more than what O levels and A levels and university degrees they had. In a competitive situation, you have got to make your application look attractive. I want to know what they did at university, whether they were active in any societies and what they did in their spare time."

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Wednesday	10.30-17.00
Thursday	10.30-17.00
Friday	10.30-13.00

Young Asians keen to stay on and get on

Boys and girls of Asian origin plan to get better jobs than white children. Many more intend to go on to some kind of higher education. This is the conclusion of a study of 16-year-olds in two comprehensive schools in an Outer London borough with a large Asian community. The parents of the 42 Asian children were first generation immigrants to this country. The pupils were matched for age, sex and intelligence with 50 white pupils. The differences were particularly striking for girls. Eighty-six per cent of Asian girls planned to continue their education after leaving school, compared to 42 per cent of white girls. And 42 per cent of the Asian boys intended to go on with education, compared with 22 per cent of white boys. (Since there were not many Asian 16-year-olds in the upper streams of the schools, the sample of white pupils came mainly from middle and lower streams.) Eleven per cent of the Asian boys intended to go for higher professional and business jobs, compared with 4 per cent of white boys. Far more Asian girls intended to go for clerical and skilled jobs (regular general class 3) than white girls—80 per cent as against 57 per cent.



Most of the local authorities which missed the deadline for submitting comprehensive reorganization plans have given an extension of time, said Miss Margaret Jackson, the junior education minister. In a written reply to the Commons shortly before the recess she said that of the 34 authorities given a six month deadline—eight in November and a further 26 in January—only 14 had so far handed in completed proposals for ending selection. No proposals had been received from Barnet, Berkshire, Birmingham, Bromley, Croydon, Dorset, East Sussex, Eufield, Gloucestershire, Hereford and Worcester, Kirkcaldy, Manchester, North Yorkshire, Tamworth and Warwickshire. With the exception of Birmingham, Croydon and Manchester, all have been given an extension of time, or their request for an extension is being considered. Mrs Williams, the Education Secretary, has already threatened Birmingham with court action to decide whether she has the right to ask the authority to submit proposals for going fully comprehensive. In her parliamentary reply, Miss Jackson said that of the 97 local education authorities in England only 23 were totally reorganized; a further 30 were expected to be reorganized by 1980, subject in some cases to availability of resources. Only one authority, Kingston-upon-Thames, has no comprehensive schools.

Reluctant I.e.a.s get more time

While the pupils are on holiday the international conference circuit comes alive. JOHN SAYER, principal of Banbury School, reports from Amsterdam

All aboard the travelling circus

How important to the teaching profession is unity of common cause across national frontiers? How many teachers in Britain know that they are members of WCOTF, FIPESO, IFTA, ETAC, FISE, or SPIE, to name a few of the international confederations to which associations have belonged like the donkey in La Fontaine's *Les Animaux malades de la peste*, according to minor sins of having eaten a thistle or two along the straight and narrow CBI way. But the conference was brought to its senses by a remarkable injection from one of the visiting observers, Lem Emmersch, a Dutchman, from some espoused to anarchy a forum for studying common problems and a means of mutual support and communication with the international organizations which impress policies on their member-nations. July and August are the months for the international travelling circus, while pupils are away from school. FIPESO, the French disguise for the International Federation of Secondary Teachers, in West Germany one quarter of the unemployed have completed full technical courses and apprenticeships. The Emmersch view of culprits would also have been useful in our local debates. Education could not be the culprit. The education system is the culprit. On the other hand, to use it as a parking place to reduce unemployment was dangerous in any but the shortest term; parking merely postpones the problem, and makes it more serious for the young people. On the other hand, to use it as a parking place to reduce unemployment was dangerous in any but the shortest term; parking merely postpones the problem, and makes it more serious for the young people. On the other hand, to use it as a parking place to reduce unemployment was dangerous in any but the shortest term; parking merely postpones the problem, and makes it more serious for the young people.

Round-up of last week's news

Pressure on to beat unemployment

Government manpower advisers and other senior civil servants are becoming convinced that there is a need for a national employment plan. A report being prepared by the Manpower Services Commission for publication this autumn is likely to make a powerful case for such a policy. A major stimulus for the new thinking in Whitehall has been the report of the Government of the Holland programme for unemployed school leavers. The programme is calculated to improve the employability of the youngsters but there is a mounting fear in Whitehall that it will simply replace a large number of unskilled unemployed teenagers by even more frustrated youngsters trained for jobs which do not exist. Many of those who do find jobs, it is feared, will do so at the expense of older people and of women. The call for a specific government employment policy has already been made forcefully in public by organizations such as the British Youth Council and Youthlink. Youthlink has pointed out to the Treasury that the main concentration of youth unemployment are in regions of contracting industry.

Why too many high flyers never get off the ground—HMI report

Exceptionally bright all-rounders, and children with special talents often get a poor deal in middle and comprehensive schools. A survey of education for gifted children by Her Majesty's Inspectorate shows that teachers often fail to spot talented children. The inspectors found a wide range of attitudes to gifted children. Some teachers seemed to feel that identifying a talent meant special segregated treatment. "We don't want a jet set here," they said. Many schools had simply not thought about gifted children. The gifted seemed particularly at risk in middle schools. For one thing they had to transfer twice between schools—and the survey shows the dangers of transfer. Some reports of schools sent inadequate records. Where records were helpful, receiving schools often ignored them. Furthermore middle schools had fewer well qualified specialist teachers and fewer resources than secondary schools. In secondary schools, the inspectors found that no particular system of ability grouping favoured gifted children. Their needs could be ignored once the "express streams" and "jet sets" of streaming is a very crude form of provision for the gifted. The generally gifted require a level of work or a pace of work which is higher than that of 'top' streams.

Gifted children could do very well in mixed-ability groups if they were given special work and individual tuition, were directed to appropriate reading, and high standards were demanded of them. But in general, the inspectors said, "What we saw was mixed-ability groups taught by whole-class methods, and gifted children unchallenged by work pitched at or around the class norm. Attempts at accommodating the extremes of ability by using worksheets in the major disciplines were often unimpressive." Often schools lacked resources—particularly books—to extend and enrich the curriculum. Lower school children were often kept out of upper school libraries. No guarantee of a job after the year would be given, however. Those helped by the scheme might not be on full salaries but the Liberals think they would be thankful to be taken off the payroll and put to work. One important safeguard the Liberals will insist on is that teachers employed under the scheme would be over and above the school's normal establishment. There would be no question of obtaining teachers on the cheap.

College intake fixed at 15,000

Details of the number of students who can be admitted to teacher training next year have been sent to local authorities by the Department of Education. The 1978 intake of three-year and four-year courses will be 9,450. Another 5,500 places will be available for one-year graduate training, art teachers and drama courses. The links are in line with the 46,700 places envisaged for the teacher training system by 1981. About 22 per cent of this total will be devoted to induction and in-service training. Memoranda which accompany the new admission list stipulate that colleges should expect 20 per cent of students to fall or drop out.

Government jobs pledge

The Government has pledged itself to produce plans to reduce teacher unemployment as part of its agreement with the Liberal Party. An urgent investigation into teacher unemployment was agreed by the Prime Minister and Mr David Steel, the Liberal leader. In an exchange of letters, Mr Steel said the Government had undertaken to investigate what could be done to reduce teacher unemployment. Mr Callaghan replied that this was so. Further details were not revealed but it is certain that the Liberals are thinking of ways of helping young teachers who have just left college and are looking for

Union fear over unpaid helpers

A claim that mothers are loading a helping hand in primary schools hit by education cuts while other school workers are being made redundant has been made by the local government officers' union, NALGO. The allegation comes from NALGO spokesman in Avon, Mr Sid Scott, who says he has heard of cases where mothers are being used to head out classroom equipment like books and papers. In some cases, he claims, mothers were even involved in teaching reading and painting. Avon County Council recently decided to axe 367 general and nursery assistant posts and 11 clerical assistant jobs. The union has written to all the local unions and the manual roles in primary schools using to mothers as cheap-labour volunteers.

Private school places banned

The Government's determination to stop supporting private education has been made public with a circular outlawing I.e.a. places at independent schools except in special circumstances. The circular, which is the direct result of the Education Act, 1976, states that from September, 1978, independent schools should have to pay for pupils at independent schools if their own schools are short of places or if pupils need boarding education. Mrs Williams, the Education Secretary, is writing to those I.e.a.s whose arrangements do not appear to conform to the guidelines of the circular. Education authorities will now have to submit their plans for

taking up places at independent schools to her for approval. Where independent school places are approved because of a shortage in state schools, they will not normally be approved for more than three years at a time. Pupils already attending private schools, or those due to go in September for the first time, will not be affected by the changes. The new move has been strongly criticized by the Independent Schools Joint Committee. "Many hundreds of children will now be denied the opportunity to receive the kind of education for which they are most suited," it said. "No local education authority should be happy at this further infringement of the autonomy of independent schools."

Researcher slams writing 'bandwagon'

A rebuke to the "language across the curriculum" notions promoted in the Bullock report and in the Schools Council publications came in a book published by the National Foundation for Educational Research. The book, *Writing across the curriculum*, was devised by the Schools Council in the context of all teachers, not just those teaching English. It is condemned as dangerous, unscientific and misguiding. The criticisms come from Mrs Jeanette Williams, a former E.N.T.U. teacher now doing research at the University of London Institute of Education. She says the writing project began modestly enough but has become an incoherent concoction based on inadequate theoretical, anecdotal and selected quotations. On the strength of what she pronounced upon the "low level" of much of the written work done in schools. It became part of a bandwagon climbed on by various authorities besides the Bullock Committee, including the Inner London Education Authority which demanded that all secondary schools should have a "language across the curriculum" policy. "Language across the curriculum" became a slogan that seemed to promise a solution to all educational problems, even though it was not properly understood, says Mrs Williams. She complains that the project's reports were "diffuse and impressionistic" and the research teachers to use forms of language quite unsuited to their subject. Learning to write or writing to learn? By J. T. Williams, NFER, £2.25.

But the bias of the team in favour of expressive language forms could do a great deal of harm. If a persuaded, any science teachers to use forms of language quite unsuited to their subject. Learning to write or writing to learn? By J. T. Williams, NFER, £2.25.

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The Director of Education,
Mid Glamorgan County Hall,
Cathays Park, Cardiff.

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The Director of Education,
Mid Glamorgan County Hall,
Cathays Park, Cardiff.
Closing date:—16th September, 1977

A-level boom—official

First signs of the growing competition between secondary and college places expected in the next few years appeared last week with the publication of official figures for 1976 which show that A level passes are on the increase again. The figures from the Department of Education and Science show that the number of school leavers qualifying for higher education (passing two or more A levels) is on the way up after stagnating for five years. During the first part of the decade the number of leavers passing two or more A levels was constant at about 80,000 a year, in spite of official projections which saw the number continuing upwards as it had in the 1960s. The new figures show that last year the number jumped to 90,000. Small fuller details are published each year in *The Education Yearbook* for the reason for the jump. In part it must be because the size of the 18-year-old population is just starting to rise again. There has also been a tendency for more girls to pass two or more A levels.

Heating turned down to buy books

Essex County Council has agreed to let 15 secondary schools cut back on heating, telephone and postage costs in order to spend more money on books and materials. If the pilot scheme, which is to start in September, is successful, it could spread to primary and secondary schools throughout the county. "A spokesman for the authority said the experiment was brought in at the suggestion of headteachers in Essex. Because the scheme might be introduced in the future, it was being done in schools both primary and secondary, and being asked to start keeping new records of how much they spend on caption, telephones, postage and heating oil.

Devon plays safe

Devon County Council is doubling the number of electronic security alarms in the county's schools, following 173 break-ins during the first six months of this year.

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Parents set for language battle

from Michael Binyon
North America correspondent

A widespread campaign of defiance has begun in Quebec by English-speaking parents opposed to the recent and controversial Bill respecting their right to send their children to English-speaking schools. A group representing 12,000 Anglophone parents throughout Quebec recently voted to support school boards that refuse to restrict their enrolments and that maintain the principle of freedom of choice in education. So far only one English-language school board has actually defied the law, but others may follow and face a withdrawal of public funds.

The parents' action follows the English-speaking community's dismay with the new separatist government's decision to change Quebec into a unilingual province. According to the Bill, it will be impossible in the future for new-comers or Canadians from other provinces to send their children to English-speaking schools.

The Bill classifies English-speakers into five different groups and gives only some of them the right to continue sending children to English schools. The first category is a man or his elementary school in Quebec. They can send their children, including any still to be born, to an English school. This also extends to a couple educated outside Quebec with one child already in an English school.

On the other hand, a couple who did not go to an English elementary school in Quebec and whose children are not yet born will not be able to send them to an English school and a couple educated outside Quebec with one child already in an English school.

Lastly people who are classified as "temporarily resident" in the province may or may not be allowed to send children to English schools. The effect of these rules will be to sharply reduce the number of children eligible for English

schools. One study has estimated that, together with the general fall in enrolment which is faster for the English speakers than for the French speakers, the new regulations will produce by 1986, an English school system no more than approximately 43 per cent its present size.

English speaking parents are reluctant to call their campaign one of civil disobedience, but one of their spokesmen said they were within their rights to disobey a law that was "manifestly illegal". He said freedom of choice was a right provided for by the British North America Act of 1867, which established the Canadian Federation and serves as Canada's constitution.

The Bill is still being debated in the National Assembly, but, because the school term begins in September, the Quebec Ministry of Education has already asked school boards to register pupils according to the terms of the Bill, even though it is not yet law.

Some boards have objected to this, and one in the Montreal area has indicated that it would continue to refuse to comply after the law is promulgated and parents have launched a campaign for contributions that would help pay teachers in districts deprived of public money.

The campaign against the Bill is receiving considerable help from McGill University.

In June, McGill submitted a forcefully argued brief to the Quebec National Assembly urging boards to refuse to comply after the law is promulgated and parents have launched a campaign for contributions that would help pay teachers in districts deprived of public money.

The campaign against the Bill has created considerable tension. Dr. Camille Laurin, Minister of Cultural Development, remarked in opening the debate on the Bill's second reading that parents' opposition was a common language, but that it was generally understood, which, in Quebec, passes for a common language. He accused the English-speaking community of seeking a confederation, instead of trying to understand their French counterparts.

The brief articulated two of the main objections by Anglophones to the Bill. The first was the classification of people into different ethnic and linguistic groups, and the assignment of different rights to each group. The Bill admits that it is inconsistent with the Quebec charter of human rights and freedoms passed only seven years ago by the French government.

Dr. Bell said this set a dangerous precedent. "Such an exception is more than simply an injustice to particular groups of citizens. Once the principle of exception is established, the rights and liberties of every person are insecure."

The McGill principal also objected to the authoritarian way in which the government would enforce the Bill's provisions. He said that the government was not allowing the regulations to be debated by the National Assembly. He said such sweeping powers over rights and liberties and vaguely defined authority should not be conferred on the government.

McGill's second objection is the damage the restrictions on entry to English-speaking schools would do to McGill. Weakening English schools would not lead to corresponding strengthening of French schools. The consequence would be only to accelerate the decline in the number of pupils in English schools.

"As 60 per cent of the admissions to McGill are from the Quebec English schools, it is easy to understand the opposition of the English-speaking population here to the Bill," he said. "A university such as McGill with its commitment could not operate successfully on a continuing shrinking English-speaking population base in Quebec."

The university would also find it difficult to attract the best teachers from outside Quebec if they were not allowed to send their children to English-speaking schools. The Bill has created considerable tension. Dr. Camille Laurin, Minister of Cultural Development, remarked in opening the debate on the Bill's second reading that parents' opposition was a common language, but that it was generally understood, which, in Quebec, passes for a common language.

He accused the English-speaking community of seeking a confederation, instead of trying to understand their French counterparts. The brief articulated two of the main objections by Anglophones to the Bill. The first was the classification of people into different ethnic and linguistic groups, and the assignment of different rights to each group.

The Bill admits that it is inconsistent with the Quebec charter of human rights and freedoms passed only seven years ago by the French government. Dr. Bell said this set a dangerous precedent. "Such an exception is more than simply an injustice to particular groups of citizens. Once the principle of exception is established, the rights and liberties of every person are insecure."

The McGill principal also objected to the authoritarian way in which the government would enforce the Bill's provisions. He said that the government was not allowing the regulations to be debated by the National Assembly. He said such sweeping powers over rights and liberties and vaguely defined authority should not be conferred on the government.

Sri Lanka's new government faces many problems amid growing discontent. D. B. Udalgama reports.

Rural schools head queue for change

COLOMBO
The United National Party, which was returned to power in a massive landslide last month revealed by another specific undertaking the minister has given connected with university education is that he will examine the scheme for standardization of marks for admissions to university. The standardization of marks, according to language and subject, together with a district quota system, was a device adopted under the previous government in order, it was said, to help up the unequal educational facilities in rural areas.

But the large Tamil minority and parents of pupils in urban areas attending large schools have continued to protest against standardization. The Tamil community sees it as a means of discrimination to keep down the number of Tamil students entering university. Similarly, urban candidates say the system keeps out candidates of proven ability to make room for students from rural areas whose capacity to benefit from higher education is in question.

A ministerial sub-committee of the previous government last year recommended the discontinuance of the standardization scheme. Problems in the rest of the education system demand government attention no less urgently. Chief of them is pre-vocational schooling at the junior secondary level where there have been recent attempts to integrate schools with the community.

However, there has been considerable dissatisfaction both among pupils and parents because of regional differences. Pupils in rural areas have to be concerned with traditional occupations such as fishing and col making, while pupils in urban areas choose photography and radio.

The new study programme at the senior secondary stage, introduced at about the same time, has also not been particularly successful. The scheme was to lead to the National Certificate of General Education and the Higher National Certificate, replacing the GCE O and A levels respectively.

Whereas students qualified to enter university directly on the results of GCE A-level, the university decided students selected for admission on the basis of the INCE should study a year longer to obtain a degree. The year will be spent on a foundation course.

Despite all these problems, the new minister has already assured teachers that he will do his utmost to improve standards in rural schools.

By its University of Ceylon Act, the Bandaranaike government had made further inroads on university autonomy and exercised greater control over its administration. Last year it attempted to get even stronger control of the university by proposing amendments to the Act.

But opposition by university teachers and students, members of the National Students' Union and by its own coalition partner, the Communist Party (Moscow), finally compelled it to give up the attempt and to promise that teachers and students would be consulted in the future on any proposed amendments to the Act.

The new government has so far, given little indication of its thinking on university matters. An exception, however, is its pledge to reorganize the university system by replacing the single University of Ceylon with a number of independent and autonomous universities.

When the UNP fell from power in 1970 there were four separate uni-

West Germany Trial centres aim to boost status of work studies

by David Dumworth

West Berlin is pioneering an experiment in vocational education involving the creation of 27 *oberstufe* centres, (Upper Level Centres) which, by 1982, will provide 26,000 training places for 16 to 19 year olds at a total cost of around DM760m (over £190m).

The centres are expected to serve as a model for similar institutions which all the other *Land* except Schleswig Holstein are also planning to set up.

The new centres will be formed by amalgamating the present vocational, specialized vocational, senior technical schools and the sixth forms of certain grammar schools.

Instead of offering a wide range of courses covering many different trades, as has been the case in the past, each centre will concentrate on a specific professional field such as economics and administration, metalwork, electrical engineering, timber and construction technology, chemistry, physics and biology, printing and paper science.

This will allow a more economic use of buildings and equipment under closer contacts with outside firms. It will also enable staff to be redistributed so that, in future, the centres concerned will be able to employ their own staff.

Besides preparing students for trade qualifications, it is intended that the *oberstufe* centres should improve the general standard of education and give students the deeper, theoretical grounding in their subject, required by the increasing complexity of modern technology.

This is in line with one of the principles laid down in the Comprehensive Educational Development Plan of 1975—to integrate general and vocational education and, in the process, raise the status

Italy Report predicts 25pc annual spending growth

by Dalbert Hallenstein

VENICE
State spending on education could get out of control in the next few years, according to a report just released by the Social Investment Study Centre (Censis).

The report notes that the annual school expenditure growth rate increased from 15 per cent in 1972 to 25 per cent in 1977. It predicts that in the next few years the growth rate will almost certainly rise to 25 per cent a year.

Censis blames both the teachers' unions' policy of insisting on a constant separation of teaching positions, and the government's policy of giving in on the issue, as the main reason for the uncontrollable increase in educational expenditure.

More than 80 per cent of the Italian school budget is spent on salaries for almost 800,000 teachers and school workers.

The report points out that although state-teacher salaries are still low, they have not kept up with Italy's inflation. Inflation, the schools are increasingly overstaffed. According to Censis, Italy's secondary schools have the lowest teacher/pupil ratio in Europe: one teacher to 11 pupils.

Teachers' salaries, maximum teaching hours and the number of hours of ordinary teaching average between 12 and 15 hours a week.

Censis points out that due to past government/unions agreements, teachers' salaries will be increased by more than 150 per cent in the next four years and that this will automatically involve a huge increase in salary expenditure.

Malta Parents force climbdown

by Carl Slevin

Parental concern with the disordered condition of the state education sector in Malta has led to a considerable increase in the private sector and forced the government to abandon plans to phase out private tuition by teachers in state schools.

The difficulties have been caused by massive recruitment of the education sector. Last year 6,528 per cent of nursery and primary school pupils and nearly 38 per cent of secondary pupils were enrolled at private schools. This represents an increase of at least 20 per cent over 1971. Entry is based on competitive examinations and many children sit several times in the hope of passing at first.

The private sector is very low because of a per capita subsidy. The government is lost if they exceed £75 per annum or if the teacher/pupil ratio is less than one to 30. The report also notes that due to a recent fall-off in the Irish birth rate, elementary school enrolments are beginning to decline. This could mean that about 20,000 elementary teachers will be superfluous within the next five years.

Now this system has been re-

Green Paper: platitudes and pious hopes

So the Great Debate has ended in the usual carping and platitudinous with a few platitudes and pious aspirations. It is ludicrous to see the idea of a 'common core' syllabus and examination discussed. This is exactly what the old School Certificate provided for its grouped passes and two levels of pass: of 50 per cent and 33 per cent. Five passes at 50 per cent gained a Matriculation, five at a minimum of 33 per cent gained a School Certificate, a very sound achievement, especially for the less able but hard-working. With the usual 'progressive' fanfare it was abolished in 1951.

Here lies the crux. Unless the panacea for the nation's ills there will be no prospect of raising standards. We are swamped with mediocrity and complacent inadequacy in education as in most walks of life, no doubt ultimately deriving from political considerations.

There are numerous references to remedial, handicapped and ethnic minorities—and rightly so—but there is nothing positively to reassure parents of afflicted children (and indirectly the children themselves) that their education is fundamental to this government's principles.

These children can also be born into disadvantaged homes and, who knows, there could be an appreciable social mobility. My own experience of a mature student of 31 with a degree, postgraduate certificate in education and a wide body of work experience certainly suggests this: I have yet to find an employer.

Perhaps I am wrong and schools and colleges do not favour the "young, energetic, recent graduate" who, having worked a smooth passage through the educational system, never found it necessary to confront the real world of work. If so, perhaps the 140 schools and colleges to whom I applied, and who didn't even bother to follow up my references, would write and reassure me.

However, I think it should be pointed out to Mrs Williams that

This is a very pleasant state of affairs for the mediocre and the inept, but it does not lead to decline and collapse. F. D. TAYLOR, 88 Rochdale Road, Scunthorpe.

Accepting that the T.E.S. extract from the Green Paper represents in essence its proposals and recommendations, there is an anomalous lack of reference to the needs of exceptionally able children and their contributions to our technological society. I do not argue for priority, but for common sense inclusion.

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White Lion's misdirected roar Literacy campaign: role of the BBC...

Peter Newell ("Stop Playing Gosh" July 29) has written a long article criticising Inner London Education Authority, deciding not to start providing money to established White Lion Street Free School. But he makes only two short references to the ILEA's reasons and ignores completely one of the fundamental barriers to agreement.

One paragraph makes a brief point about the financial arguments and another part of the ILEA's story is dismissed as "the usual sort of similar projects doing similar work. Not true."

Mr Newell's unsupported assertion, "not true" is itself false (I shall show why). It is an insult to many teachers throughout Inner London who are working in a variety of voluntary and other alternative education units.

Why does Peter Newell so often condemn by implication the work being done in London etc, say the latter Centre, or the latter Intermediate Education Centre, or the latter Talbot Trustancy Unit (all, like many others, aided by the ILEA)?

The ILEA is spending about £110,000 this year on aid to voluntary organisations throughout Greater London in Inner London for truant and other children with difficulties. A further £127,500 is being spent on education guidance centres for disruptive children in each of the ILEA's 10 divisions and the number is to be increased.

In addition, many of our secondary schools have set up their own alternative education units on premises.

Informal or alternative education is not the exclusive province of one organisation or another. It is a variety of bodies aided by the ILEA. It is to be found extensively within the ILEA itself. It is nonsense to suggest that informal education is confined to London merely because the ILEA is not giving a grant to any institution among a

number of others doing similar work. It is an insult to many teachers throughout Inner London who are working in a variety of voluntary and other alternative education units on premises.

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"Unreasonable Demands" by June Mace and Kate Harding (July 15) raises many important points. We are well aware of the difficulties experienced by workers in adult education but feel that a positive, collaborative approach through all the existing agencies is the best way forward.

I hope that what follows will at least touch on the main issues and correct some inaccuracies. The BBC Adult Literacy Campaign is not winding up. See Rosamary Harpall's article in the same issue of the TES. Plans up to the summer of 1978 have been announced and others are in the pipeline.

More consultation was carried out by us on the literacy scheme than any other we have mounted. There was a quite extraordinary consensus of opinion and we have no reason to regret any of our major decisions. It was inevitable that the scheme would arise, but in the circumstances we believed, and continue to believe, that the best should not be allowed to exclude the good. We, of course, agree that the scheme must be rooted in the neighbourhoods where the need has to be made clear.

A number of agencies from national to local level have responsibilities in this field and we find ourselves in a difficult position. We are not alone in our original commitment of money and manpower it is arguable that the situation would be very much worse than it was two years ago.

Paros is similar to *On the Move*, etc, only in certain ways. Its target audience and probably the size of response is at least 10 times smaller nationally and the problem

is patchy. The scheme is dependent on local rather than national referral so some areas will be affected more than others. But nobody will be led to believe help is immediately available. There is no equivalent to the Adult Literacy Resource Agency but a DES circular has been distributed indicating the help already available from government funds.

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Tailor-made for governors

One of the most important recommendations of the Taylor report has attracted surprisingly little attention, initial and in-service training of school governors could be a most valuable advance.

Too many have been motivated either by a desire to advance themselves in local politics, an enjoyment of the sense of power, or merely a wish for social status.

There might be some difficulty in providing able tutors. Those governors who have consistently given sterling service—usually retired teachers—themselves—might make a beginning. As a long-term policy, some headteachers may be willing to transfer from school duties a few years before their retiring age in order to undertake this work on a part-time basis.

JAMES W. E. CALHOUN, 343 Horse Road, Hilperton, Trowbridge, Wilts.

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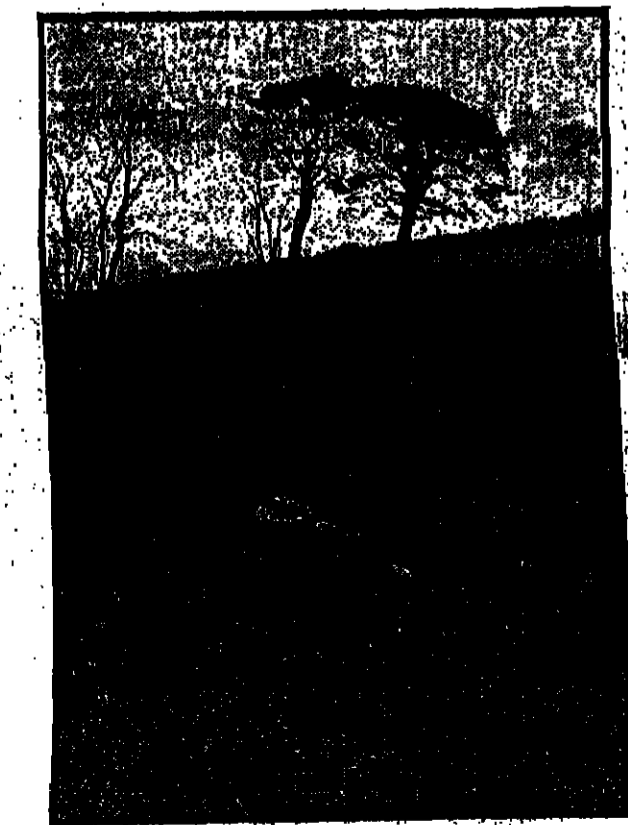
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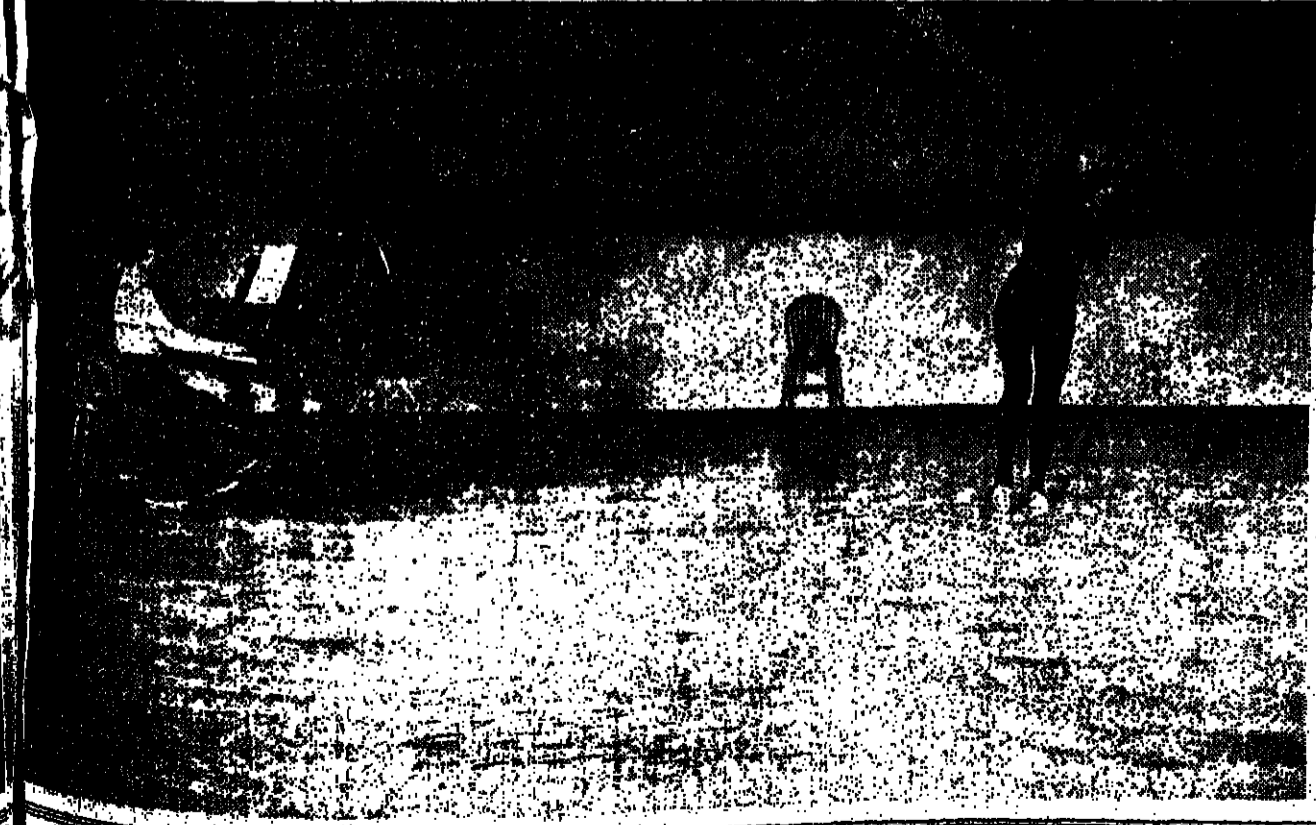
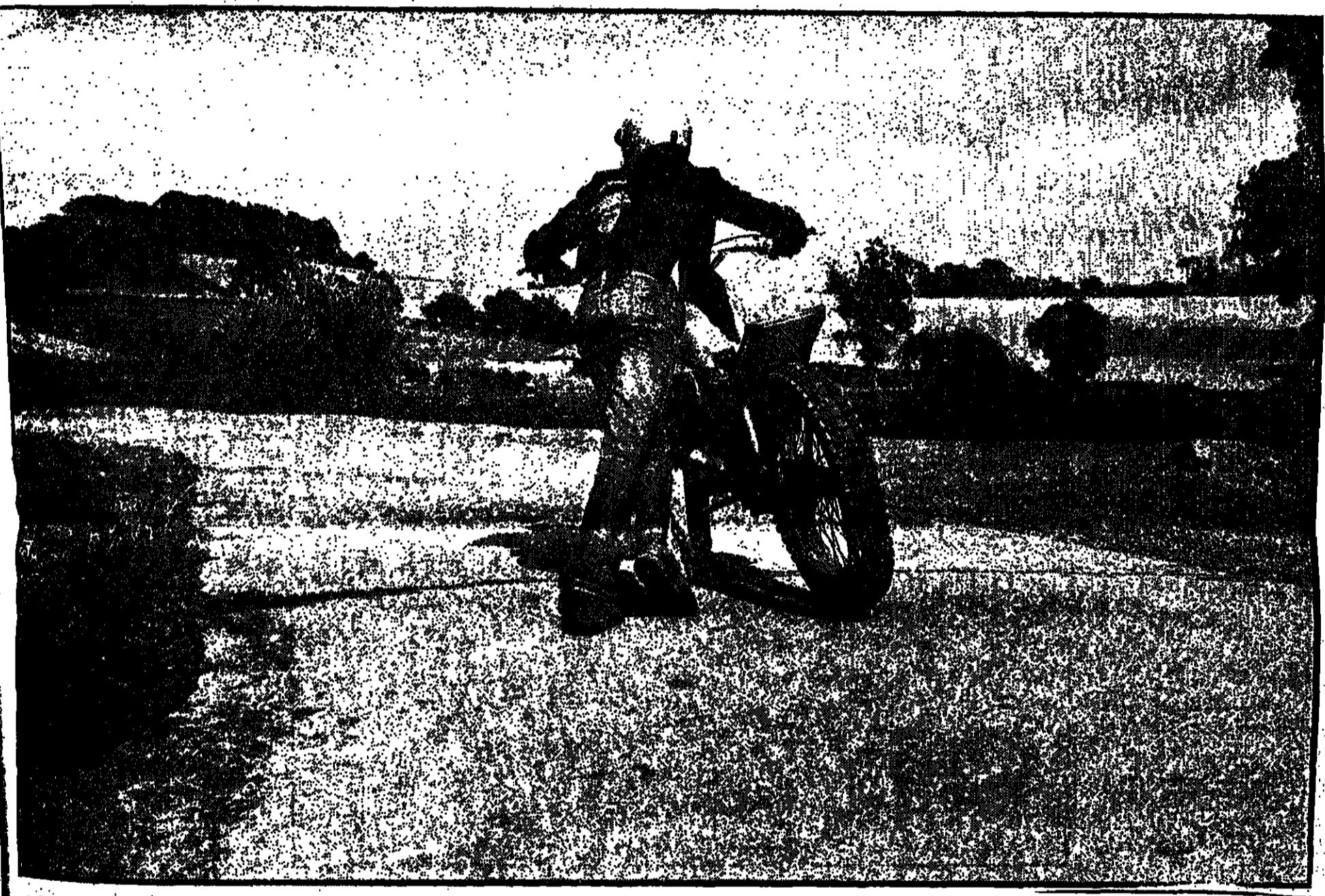
JAMES W. E. CALHOUN, 343 Horse Road, Hilperton, Trowbridge, Wilts.

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The people of Dartington



The trustees of Dartington Hall asked two photographers, Christopher Schwarz and Judy Moraes, to document the life of those living and working at Dartington. These pictures, showing the school, college and tweed mill, are taken from an exhibition currently on view at the Cider Press Centre at Dartington



مجلة التعليم

As the ripples spread

Rachael Evans looks at community work publications in England and suggests that a multidisciplinary approach would bring great benefits all round

Actions often speak louder than words—and the writing follows. So it is with the professions concerned with people. They are making tentative steps to think across the barriers and are looking to each other to find common solutions to common problems. During the past two years, with financial constraints and changing attitudes to man-power and training, it is difficult to say what schemes are in the wind, nationally and locally, but current phrases—"community action", "public participation" and "joint consultation"—are pointers.

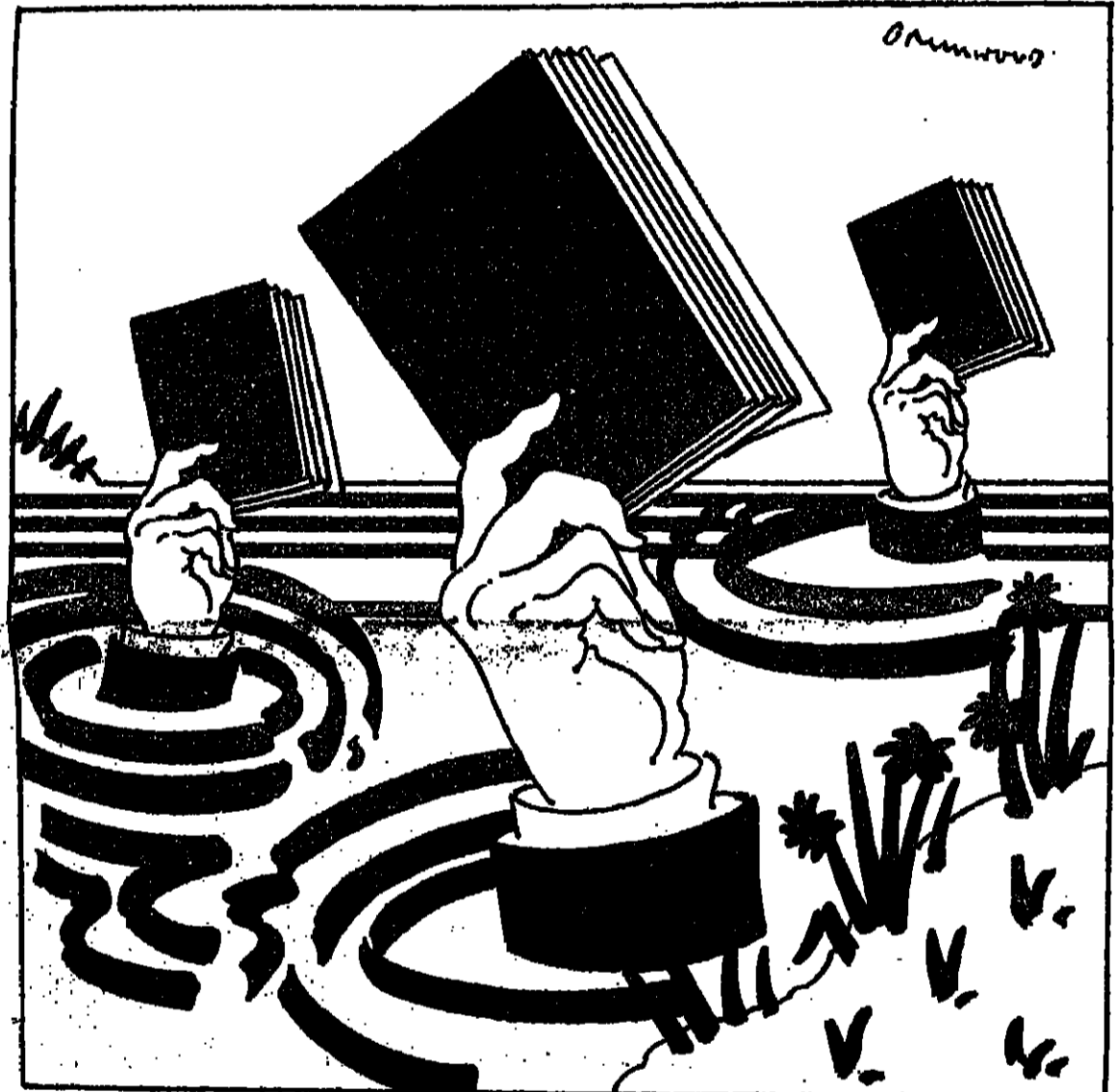
The earnest of intent came from Whitehall. As Secretary of State for Education, Reg Prentice convened a conference on educational disadvantage ("Educational Disadvantage: Perspectives and Policies", Education Information Pamphlet D15 1975). In discussion the representatives of a college of education pointed out yet again that for 10 years common core courses had been talked about, and it was high time they were implemented nationally. Unfortunately, there were no representatives of the DISS at the conference, but after it the Centre for Information and Advice on Educational Disadvantage was launched and is now a marvellous meeting point for all disciplines, let alone all problems. It publishes a bi-monthly news letter (11 Anson Road, Manchester) and the second issue, January, 1977, includes information from such services, a paper on parent-teacher contact and a roundup of current projects on cooperative care.

From Whitehall also came the cabinet committee convened to look at common problems of health, social services, education, police and the youth. It was an attempt at joint funding between the two sections of the DHSS. This poses communication problems between central and local government—and solutions have to be found. Then came the job creation scheme, the brain child of the Manpower Commission of the Department of Employment, which in practice means some liaison between social services and education. Interesting results are constantly being reported in the press.

But by far the most dramatic project undertaken from the top was the Social Change project, initiated by the Welsh Office and the Development Group of the DHSS from 1974-77, the first of its kind. Working Together for Children and their Families HMSO 1977 (£4.00). The project was to look at areas of unusual concern to social services, education services and other agencies which require a joint approach in order to provide better services to many children's needs. The project will be concerned with the problems of children at home, in school, and in the community and will include such matters as absenteeism, violence and delinquency. And so it was. Some 200 took part over the two-year period, drawn from every conceivable sector.

The first seminar identified the problems and they were worked out by the interdisciplinary groups for the next six months which reports were produced at the second seminar in June, 1975. There were eight reports, joint in-service training, and development, common business, communication between education and social services, curriculum, record keeping, the role of the Education Welfare Officer, children at risk, and services for the pre-school child. These papers formed the material for the working parties chaired by senior staff of the two departments concerned who undertook not only to study the proposals but to respond publicly to them at the final seminar in March, 1977.

Most of the book is a blow-by-blow account of the happenings, with the texts of the main contributions in the plenary sessions, up a ratcheting across the disciplines. These make fascinating



reading for the lay reader as well as for the professional, as they are refreshingly free from professional jargon. There is a summary of the final responses of the working parties and a postscript describing work that is continuing on a practical level in the area.

Indeed, the work is a complete source book for all the questions which have been reiterated again and again about the interface of education and social work, and it should mark the watershed for what will happen from now on.

There was a firm commitment by the participants that the project would be practical and that what was undertaken would continue. In order to ensure that this would not be mere lip-service, at least 50 per cent of those selected part were staff who worked with boys and girls in whatever settings leaving 40 per cent for staff or services less directly involved. The whole project should be a model of what can happen, if there is the will, for smaller localised projects to carry out the same kind of inquiry up and down the country.

As for the book, it is concerned with the verbal and written communication and stimulating. Sometimes it is difficult to disentangle the dense material, and maybe lecture summaries would have helped. From a training point of view the second volume (obtainable from the DISS Development Group, Alexander Fleming House, Bloomsbury and Castle, London SE1)

will possibly be more useful to students, the reports to be used as exercises in themselves and as evidence of group decision making. Later, perhaps, it will be possible for a short report on work continued in Glamorgan, together with a larger bibliography, for the student and practitioner to keep up to date.

It is impossible to estimate how far the ripples from the top have travelled, but there have been some small but exciting developments. The formation of local groups of the National Children's Bureau has meant inter-professional meetings and working parties all over the country. Aided and abetted by the Independent Inter-professional Working Party, three conferences were held in London, Devon and Derbyshire, on trust, families and children, and children at risk. The Derby conference was the beginning of a new professional in-service working party funded by the University of Nottingham which is looking at possible common care elements in training courses. This too is being written up. Then the Council for the Education and Training of Health Visitors hold a multidisciplinary seminar in September 1976, and their occasional paper Inter-professional Cooperation (Clifton House, Exton Road) is a model for such conferences. To define

areas in common and consider the teaching methods and practices required to implement joint training programmes. To plan an interdisciplinary exercise and to develop an understanding of methods of evaluation. This was for district nurses, health visitors, general practitioners and social workers—surely now but a short step to include education and the police.

Recently the British Association of Social Workers have started a Special Interest Group "Social Work in Education" and circulate a journal. The first issue contains a short summary. "Glamorgan arrangements social work, teacher links and care in schools". They plan more issues and conferences and more Glenmorgan-style events. This excellent innovation is obtainable from BASW, 16, Kent Street, Birmingham.

Each of the seminars has been reported and from it has grown an ever-increasing emphasis on "community"—indeed "community work" should overlap every profession. Social Work, Today and Tomorrow, Social Work and Community Care, have long special issues on all aspects of community work (SWT 24/5/77, 8/2/77, 16/9/76, 15/4/76). The development of "community schools"—force services to look at each other. This is admirably discussed in Community Work One, edited by David Jones and Margaret Harvey (Routledge and Kegan Paul, £3.50 and £10.50). Counties, the Community School, Lakes

ter, is discussed by the headmaster, John Watts, in a paper, "Creating Conflict" in *A Question of Schooling*, edited by John MacBeath (The Falmer Press, £2.25), and more will follow.

Intermediate treatment is being given another look to in professional thinking. Jean Fiddling in the *Social Work Series Journal*, May 1977, writes up a work in Milton Keynes (where there is also a community school) where all services combine. She also suggests that a community approach to IT would need to be a joint project offering intensive social and educational work to a small group of youngsters who might otherwise be in care. The report of the Study Group of the Personal Social Services Council on IT is about to be published.

Recently two books on problems of urban education have given a fresh look at community education and an intermediate treatment. *Successful Teaching in the Urban School* edited by Paul Widlake (Ward Lock £2.50) and *Education and the Urban Crisis* edited by Frank Field (Routledge and Kegan Paul £1.75) both give the reader cause for hope. There is an optimistic thrust about the new look in community work and the place of education in it. One particular project stands out in Frank Field's book. In the Sidney Stringer school and community college in Coventry a "Young Person Development Officer" has been appointed to liaise with all services concerned with anyone from five to 16 years within a closely defined area.

The debate on the role of the educational social worker still continues, and Katrin Fisher's *Child Care and the Teacher* (Temple Smith £3.95) re-examines many points she has been hitting hard for the last four years. Her material will be useful for many a small "Glamorgan". Evidence abounds at grass roots level as in the NFER evaluation of an international programme for disadvantaged children in Dublin by Thomas Kellaghan.

What does all this add up to? Certainly it will mean more in-service training and joint funding; new publications constantly emphasize this need. *The Disruptive Child in the Secondary School*, edited by Clive Jones (Falmer Press £1.40), and *Paradox of Helping by Margery Robinson*, broad view and often racy (Education and Poverty, Methuen £1.40). This is a realistic and optimistic book in its candid approach to the "present state of society".

Language, values, ends and means are all subjects for joint courses. Required reading could be *Michael Young and Geoff Whitty* (Falmer Press £7.50 and £2.95), *Paradox of Helping by Margery Robinson*, broad view and often racy (Education and Poverty, Methuen £1.40). This is a realistic and optimistic book in its candid approach to the "present state of society".

Small group work is currently fashionable in all training courses and lends itself to common core work. Michael Whitty in *Schooling*, 29/1/77 analyses its use in his new book *Communication and Learning in Small Groups* (Routledge and Kegan Paul £2.50) gives an analysis of the complex area of human valence in a chapter in the DHSS publication *Violence Practice* by Norman Tutt (HMSO £3.15) also prepared by the Development Group.

In the United States, human service programmes and courses are developing on a multi-disciplinary basis—perhaps we can learn some lessons here as we move in a new phase which needs better co-operation between the services.

Scotland's future depends on the future of Britain. And the future of post-imperial Britain depends more and more on her internal successes. Does devolutionary discontent herald a political revolution which will be her ultimate redemption? Geoffrey Smith reviews a new exposition of these ideas

The Break-Up of Britain. By Tom Nairn. New Left Books £6.75, 902308 57 2.

In examining the Scottish political scene today so much depends upon your perspective. The complexity is such, the emotions aroused are often so strong and so conflicting, the challenge to established assumptions is so great—whether one is contemplating the demand for independence or simply the possibility of devolution—that, to a quite exceptional extent, the eye of the beholder gives a special slant to truth. That makes it all the more significant when the same factors loom into view from very different angles.

If you are a Marxist you are likely to find this book not only stimulating and erudite, but persuasive. It is a distinctive analysis of the nature of modern nationalism, linked, not by a process of slavish adherence, to Marxist doctrine. If, like me, you are by no means a Marxist, you will find much of it irritating, many of the conclusions forced and the repeated exhortations into the byways of Marxist thought a tiresome irrelevance. But you may also be struck by the number of recognizable factors that emerge in unfamiliar surroundings.

In training

Charles Hannam

On Teaching. By Herbert Kohl. £3.95, 416 85800 7, £1.80, 416 85820 1.
Teaching Slow Learners. By Gerald Haigh. Temple Smith £5.50, 85117 128 1.
A Guide to Teaching Practice. By Louis Cohen and Lawrence Manion. £1.95, 416 55540 3.

Being a teacher-trainer is sometimes like being a second to a boxer about to enter the ring. I stand by the ringside, whispering feverish advice until the bell goes, although I have learnt by now that the advice will be forgotten when the fight is over.

I need of anyone and cold that there are books which can help an awareness of the difficulties and the wisdom and the experience of a teacher. Herbert Kohl's *On Teaching* does just that. He writes well—without pretence but with an inner conviction that makes his experiments in the classroom so believable. He is an admirable teacher, not content to stay in one place forever, but challenging established convic-

The essence of Mr Nairn's theme is that for historical reasons the United Kingdom is moving towards disintegration. The British, or more specifically the English, political revolution of the second half of the seventeenth century, culminating in the Glorious Revolution of 1688, was the first of its kind. But while this country led the way into a transitional state of political development, it failed to progress beyond that to a fully modern one. This stage of arrested development could be preserved partly because of the external successes associated with empire and partly because of the social stability at home which was the necessary basis for successful overseas. This stability was achieved largely by what Mr Nairn describes as "the adaptive conservatism of the successful nineteenth century system" by which he means the capacity to absorb into the political system any new force in civil society, and thereby to neutralize what would otherwise have been its destabilizing impact: the commercial middle-class of the nineteenth century, the intelligentsia, the Labour movement.

But the days of empire have gone and with it the sequence of external success. The social conservatism remains, but no longer as a basis for that success; instead it is now an obstacle to a modern economy. Deprived of its former supports, the United Kingdom is beginning to break up. The advance of Scottish and Welsh nationalism is a symptom of that disintegration as the bonds that formerly held the United Kingdom together now slip away. The new nationalisms, as he terms them, are but the precursor to that political and social revolution which he sees as the ultimate redemption.

There is no need for those who are not of Marxist persuasion to swallow this analysis whole or to accept the gloomy conclusions. But one does not have to believe in the national, political or social disintegration of Britain in order to find points of recognition in this course of reasoning. One does not have to be a Marxist to agree, for example, that the attachment of the British to their customary ways and to the pattern of the social life has been one of the main reasons why there has been no British economic miracle in the postwar years. If I had to offer one explanation above all others it would be that as a people we do not sincerely want to be rich. We have not been prepared to pay the price in social terms. Equally, one does not have

to incline to the far left in order to associate the rise of nationalism, especially in Scotland, with the decline of the United Kingdom. Later on Mr Nairn gives what he describes as "three main ingredients in the situation" in Scotland. "The most critical, and the newest, is the incursion of the oil business, with its apocalyptic bundle of promises and monies." He goes on to say that "the second is the decline of the all-British political system, which had already half-formed a vacuum into which new and alternative forces could rush". Then, "the third is the curious quasi-national legacy of North Britain, which is being reawakened by the new kind of separatism that has made such progress in the last few years".

I would add a fourth, of which Mr Nairn is fully aware: membership of the EEC. Perhaps he is right not to include it in this particular category because its main influence may lie in the future rather than the present. Public opinion in Scotland may not yet have fully grasped the implications, but the more that decisions taken here the more the Scots themselves will want a voice in the taking of those decisions. Yet Scotland con-

not be represented as an entity in the institutions of the Community —as distinct from Scotsmen speaking for Scottish interests having a place within the United Kingdom team—unless Scotland is an independent member state of the EEC.

But to take Mr Nairn's three main ingredients, though not precisely in his order: First there is that nationalism, as some people do, that nationalism is simply the product of Scottish greed and that nobody would now be worrying about the SNP if the Scots were not so eager to get their hands on the oil. This is a crude exaggeration. People were worrying about the SNP in the sixties before the implications of oil had sunk into the British or the Scottish consciousness. Mrs Winnie Ewing had won her famous by-election at Hamilton in 1967 and Mr Heath had made his Declaration of Perth in 1968, holding out the prospect of a Scottish Assembly. Nonetheless, it is true that oil gave a degree of practical substance to what had earlier seemed largely a romantic movement. This must have had quite a bit to do with what might be termed the management revolution in the SNP. When I was a student in the mid fifties, an



Englishman at a Scottish university, nationalism was in its whisky and poetry phase. Now it is hard to stumble over the bankers and consultants in their tails.

The third item in Mr Nairn's list, "the curious quasi-national legacy of North Britain", is the one that English people with no personal acquaintance of Scotland can most easily miss. Scotland has remained a distinctive society within the British state. It is not just a matter of retaining her own legal system, important though these institutions are, they have been but the means of helping Scotland to keep her own way of life, one in which the Englishman easily falls at home but also recognizably different. That provides the basis for a political movement if the political will is there.

But is it? To consider that one must go back to Mr Nairn's second point: the decline of the all-British political system. It is true that since the early fifties the two main United Kingdom parties have won the votes of a progressively declining proportion of the electorate. This is only partly because of the rise of the nationalist parties. There have been other symptoms of discontent. The Liberal resurgence in the elections of 1974, for example, can be seen as the English tide of protest which elsewhere went to the SNP and Plaid Cymru. Those are all manifestations of a sense of dissatisfaction with Britain's declining fortunes that is hardly surprising: the loss not only of empire but of international standing, the abysmal economic performance, the more intangible sense of failure that has characterized so much of the past 20 years.

So one comes back to Mr Nairn's starting point. The Marxist and the anti-Marxist can agree that whether Scotland's future lies within the United Kingdom will depend above all upon whether the British incline as such as to arouse the pride and satisfaction of the Scots in the new era. I believe that the answer will be influenced by whether devolution can offer the Scots the opportunity of greater control over their own affairs without jeopardizing the union, and that there is a better chance than Mr Nairn ever appears to contemplate of Britain recovering its sense of success in a new context. So we come to very different conclusions. But it is something when people of such contrasting views can agree on the critical question: Scotland's future depends on the future of Britain.

able things about the politics of teaching and education. He warns how easily the needs of the children are lost amidst the pressures on teachers and schools. There is a cautionary tale of the young radical teacher who wanted to reform everything and ended up having the staff, the parents and the children against him. Look for allies, Kohl advises; wait until the children are used to you and remember that the power of the teacher is not in his own hands but in the hands of the parents and the school. Kohl writes well about the craft of teaching and the need to prepare work, and he emphasizes the importance of the basic skills. He asks the questions, "Why teach? Why do you want to spend so much time with young people?" "It is time with young people that is the value of a really able teacher, the conviction that progressive methods are not a waste of time and that teaching takes "time, effort and energy and intelligence and feeling."

One problem is that everything in the book is set in the United States and so the terminology, the sources of books, research projects and political associations are American. But that is a minor point; the book is an important affirmation of the value of a really able teacher, which will be equally useful to all teachers. He warns us that interest in remedial teaching has its dangers; some heads prefer to sweep the whole problem under a carpet, or rather, occlude it in an isolated hut. But there are advantages, he adds: you don't get frost-bitten fingers lugging your books round the vast campus. Advice on control and discipline is entirely sensible and tough in the best sense.

A Guide to Teaching Practice embraced me. The problem is curiously unacknowledged: "In our conversations with students it is apparent that many feel both ill-prepared and perhaps deserves stronger comment than it receives here. Teachers have

very varied views of what constitutes slow learning and what caused it. The lucid and well-informed discussion of intelligence is particularly helpful. "A child who is not adjusted to the social demands of schooling may in effect be a slow learner whatever his cognitive ability and similarly, that a child whose preferred style of learning is different from that purveyed by the school, will in the same way, not be adjusted to the social demands of schooling." The intention is good but it is uncertain who should read the book. The lecturer? The language and detail of reference would seem to aim at those who are given no surety test the patience and persistence of most students.

All aspects of teaching practice are mentioned and each guarded and modified statement is so frequently supported by what other authorities say that the authors hardly emerge as having a clear view on any matter. I am not sure that the book is worth the price. I sensed a curious lack of involvement with either children or schools. Nor was there too much concern with human values, although they do say it is "inadvisable to hit children".

But what can you do when you have lost your temper or what can be done to avoid conflict other than quoting Ganso or Hargreaves? Perhaps the half page on humour was meant to help; we are told what Marland and Peters think about it.

UNIVERSITY

Piano lessons in a laboratory setting

by Carolyn O'Grady

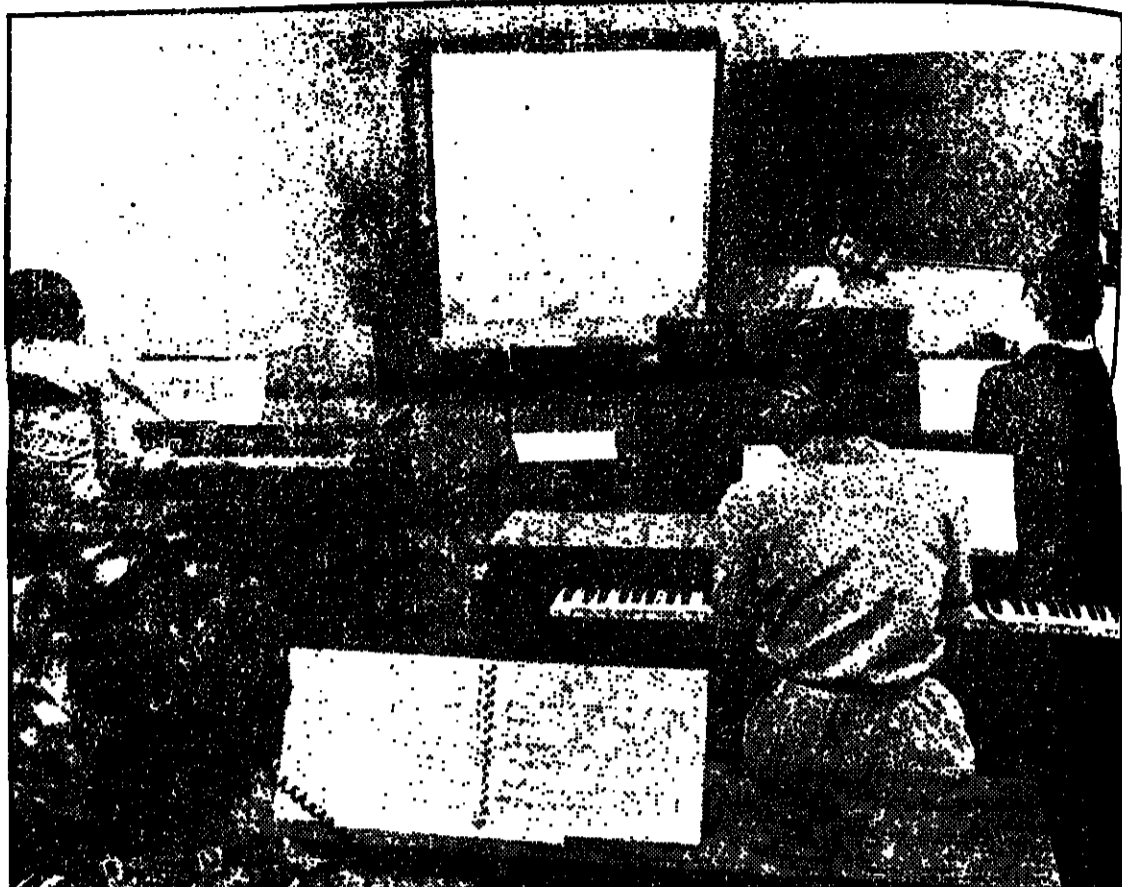
The Guildhall School of Music and Drama is still being built. Those teachers and pupils who have already moved from the old premises on the Embankment have had to get used to the constraints of a building under construction and to the hundreds of other irritations of working in such conditions.

However, they can comfort themselves with the thought that when it is complete—and no one seems prepared in any exact way to tell when the building will certainly be one of the best equipped and most attractive in urban living, the Barbican complex, which it is hoped will bring life and soul to the City of London.

In keeping with this modern image, the Guildhall School has embraced wholeheartedly a lot of techniques and aids which are used hardly, if at all, elsewhere, and in September will be holding a workshop which will aim to introduce many of these to piano teachers.

One of the more interesting aspects of the workshop will be seminars on the use of the Baldwin Piano Laboratory which is used at the school mainly for group tuition and less often for private study. Such laboratories are extensively used in the United States, but hardly at all here where group piano tuition has been slow to catch on.

Without this sophisticated and expensive equipment, group work is in fact very difficult. Simultaneous practising is unsatisfactory and when the teacher is attending to an individual pupil what can the rest of the class do? Some teachers use cardboard keyboards or keyboards, which are "silent" and carefully watch to make sure that the right notes are being



Meriel Jefferson takes a class in the piano laboratory.

played, but such a method, however conscientiously practised, is obviously empty and uninspiring.

The Baldwin Piano Laboratory is designed to surmount these obstacles. The idea is simple. The laboratory consists of a piano and control console for the teacher and six pianos each with a full-length keyboard for students in which the sounding boards have been replaced by amplifiers and a loud speaker.

Attached to each piano is a headphone with microphone through which each pupil can hear what he or she is playing without the music being heard by anyone else. The teacher can listen in or converse with individual pupils and can play a piece which is heard only by that pupil. She can also speak to the whole class through the headphones or to a couple of students at a time.

The equipment also enables pupils to make recordings of what they play and listen to it later and to record and play a piece of music which they can accompany.

Alternatively the whole class can work together with the music projected from an overhead projector transparency on to a screen.

Meriel Jefferson, coordinator of group piano teaching at The Guildhall School, conducts her classes rather like an orchestra. Wearing headphones, she says, is tiring, so she alternates individual work rapidly with classwork during which pupils play a piece together or practise exercises.

Teachers who come on courses to learn the principles of group piano teaching usually think it looks quite easy until they get behind the control board, she says.

They often go into a panic. You have to make sure that everyone is busy and no one is left

out and this takes a lot of practice. You need to be something of an acrobat, to be able to manipulate an audience and to enjoy doing it. In overworked people usually find it very difficult.

The range of courses at The Guildhall School is very large, including the study of most instruments, singing, conducting, junior courses for children and work in general musicianship. Because the laboratory is used up to grade six of any examination board and because piano lessons are compulsory up to grade six, the majority of

musicians at the school use the laboratory, spending an hour a week there.

Given more time, however, Meriel Jefferson is certain that more advanced work would be possible, but in such a short time she feels that justice could not be done to the technical work required beyond grade six.

The Guildhall School has pioneered the use of the electro-piano laboratory. The college is, however, no less innovative in individual and other work. In the Piano Teachers' Workshop, which will

Letter

Str.—In the TES of July 8 Dan Douglas reviewed the CET publication "Audio-Visual Materials: development of a national centre for logging and information service". He quoted the Educational Foundation for Visual Aids as having a file of 450 organizations which produce audio-visual materials.

The Scottish Council for Educational Technology is also concerned with this problem and have been working in close cooperation with CET. While our criteria for selection might be broader than those of EFVA our information service has a index of 1,649 sources of non-book materials available in the United Kingdom.

These figures surely indicate the urgent need for increased government support for bodies such as CET, SCET and EFVA, who are actively concerned with the establishing of a national cataloguing agency for non-book materials to provide those in education with a service equivalent to that which is already in operation for books.

RICHARD N. TUCKER,
Senior Assistant Director,
Scottish Council for Educational Technology.

Possible futures or new approaches to old needs

by Nick Thomas

Appropriate Technology
Community Service Volunteers, 237 Pentonville Road, London N1 9NJ.

Appropriate Technology is a fairly new catch-phrase with a fairly complex meaning. It is used as a successor term to "alternative technology"; in some instances it is more balanced-sounding, middle of the road label which avoids politically radical connotations in other cases. Simply to counter the impression that its proponents want to reduce us all to subsistence farming.

John Davis's introduction to this folder suggests that its main object is to introduce sixth formers to the idea that the high-consumption, high-technology society in which they have grown up cannot possibly last out their adult lives. But it also seeks to reassure them, through a survey of low-technology approaches to various needs, that this does not necessarily mean a return to poverty or barbarism.

The fields covered are a mixed bunch, but all are suitable for various kinds of work in schools. At one end of the range there are detailed technical descriptions of windmills, methane digesters and solar heaters, any of which would make a good project for a year. Teachers involved need to be prepared for considerable demands on their own knowledge and ingenuity: experience suggests that there are still many to be roamed out of all these technologies.

On the other hand, there are sections on loss novel fields like printing (outlining the basic processes and suggesting applications to the curriculum) and recycling (mainly paper, aluminium and very interesting, this—oil). There is a piece on transport, an area more suited to research and survey work than

practical projects; a good section on setting up a school farm (organic and on natural dyeing, spinning and weaving which would be excellent for a school which can obtain raw wool).

There are clearly many ways in which the material assembled in this folder could be employed in teaching. (Bibliographies and address lists are included.) But the main emphasis is on inter-disciplinary approaches. There is a detailed outline of a one-term general studies course at Rockingham School, "Possible Futures", as an example of the kind of work envisaged; also a survey of relevant projects in schools throughout the country.

The intention is not just to provide new ideas for enjoyable use of school time—which the kit does very successfully—but also to situate these ideas in the context of the major social change which is seen as beginning around us: the shift from voluntary or constrained from the wasteful, massive and ecologically destructive technology with which we are familiar, to an economy based upon preservation, reuse, small units and the use of inexhaustible power sources like sun, wind and water.

The **Appropriate Technology** kit is not in itself sufficient material for a course along these lines. In particular, it does not approach the question of the social and political implications of such a change: the immense vested interests on all levels of our society in the maintenance of a growth economy. A teacher already interested in these issues will know where to look for further material—unfortunately the bibliographies here are almost exclusively practical—and will find the kit a useful, lively and reliable resource for a wide range of approaches. It is printed, of course, on 100 per cent recycled paper.

Science news . . .

The summer editions of **Chemistry News** and **Home Economics News** are now available from Griffin and George. **Chemistry News** contains product information and a leading article on cosmetic science as a framework for introducing applied chemistry and teaching important chemical principles.

Home Economics News begins with an article on microbes in the kitchen and goes on to suggest experiments with microbes.

Also available from Griffin and George is a new technical education brochure: a guide to workshop machinery, tools and materials for use in craft and design produced by the company.

All three publications are available free on request from: Mrs Sybil Martin, Marketing and Publicity Department, Griffin and George Ltd., 235 Edinburg Road, Alperston, Wembley, Middlesex HA9 1JY.

Diverse patterns

Patterns in Geography series
Patterns in Farming
Patterns in Industry
Patterns in Rocks and Erosion
by W. Farleigh Rice
Single frame colour filmstrips with booklets.

£3.50 each plus VAT. Common Ground Filmstrips, Longmans.

These filmstrips and accompanying booklets are intended to be used with the textbook **Patterns in Geography One and Work Sheet One** by the same author, published by Longman.

The distinctive and welcome feature of the filmstrips is their combination of oblique, aerial and close-up photographs of detailed landscape features plus block diagrams, line sketches, maps and graphed information including photographs with line diagrams superimposed. Most filmstrips simply contain photographs.

The accompanying booklets of approximately thirty-two pages each, contain descriptions of the features, with key words underlined, notes on how to use the textbook in association with the filmstrips and suggestions for practical work.

The well-chosen filmstrip frames are not usually of the same size or similar or contrasting complementary which allow effective complementary use of the filmstrip either by the teacher with a whole class group or by pupils studying individually.

Patterns in Industry covers coal mining, steel and engineering and **Patterns in Rocks and Erosion** covers the formation of rocks, weathering and soils and river erosion and deposition. It presents good coverage of the topic independently of the textbook, while the accompanying notes, which offer scope for integrated use, are similar to that offered by **Patterns in Farming**.

The Illustrated LONDON NEWS
AUGUST

Mr Arthur Bryant
THE MENY OF CIVILIZATION

Edward L. Smith
GAINSBOROUGH'S GREATNESS

John West
THE PROSPECT OF CONFLICT IN SPACE

Jan Birrell
PORTRAIT OF SIR HUGH CASSON

Rhoda Mazon
THE INCONSTANT SUN

SITHHEAD REVIEW
COLOUR PHOTOGRAPHS

and lectures

Special lectures during September and October at the Science Museum include "Rubber Bands to Rockets: the development of flight from flying toys to supersonic jets" for 12 to 14-year-olds; "Power from Natural Sources", a lecture for sixth forms and a series of lectures for students studying for O-level/CSE courses.

Further details can be obtained from The Lecture Service, Science Museum, South Kensington, London SW7 2DD. Telephone 01-589 6371.

Also at the Science Museum is a special display illustrating the history of pens which lasts until September.

Map hangers for maps, posters, charts and drawings are among the latest products from Lawtons of Liverpool. Lawton map hangers are strong plastic bars which grip the top of the item for display holding it in place. They are available in four colours and two lengths: 70cm and 100cm and cost £2.20 and £3.30 for packs of ten plus VAT. Carriage is free for all orders over £25.

Lawtons of Liverpool Ltd., 60 Vauxhall Road, Liverpool L69 3AU.

Library and literacy

Alan Tuckett

The Friends Centre in Brighton is a small voluntary adult education centre, based at a Quaker meeting house, and run by its own members. Its programme of liberal arts classes includes Japanese calligraphy, women's studies and the philosophy of science, as well as painting, keep fit and dressmaking. Many of the people who attend the centre are recently retired.

In the past few years, a sizable adult literacy project has been carried on in the centre, with a one-to-one scheme, with volunteer tutors, funded by the I.C.A. and the Adult Literacy Resource Agency, and a full-time pre-TOFS course in literacy and numeracy paid for by the Training Services Agency.

The establishment of the adult literacy scheme has led to a reconsideration of what happens through out the centre. With volunteer tutors (many drawn from the centre's students), it was necessary to establish initial and in-service literacy training; this led to a greater interest in in-service training opportunities among the paid part-time tutors in the centre, as a whole. Literacy students wanted

other basic education courses, as well as developing their writing and reading. Educational counselling became a more conspicuous part of our work.

When ALRA was first established, grant aid was sought to establish a literacy resources centre. As the literacy project grew it became clear that much of the material appropriate to the resources centre was also of relevance to other students in the centre.

The decision was taken to establish a more widely based adult education library, which would need to include a basic stock of books in the curriculum areas of the Friends Centre's work, a section of texts on adult learning, and material that would help any student at the centre to find out what other opportunities for part-time or full-time study were available.

A major problem of a small centre is the turnover in its curriculum areas. With only four rooms, a maximum of 45 different days and evening classes, and waiting lists in many subjects, it is vital to change the curriculum regularly.

A course on rock music might only come up every couple of years; a course like Gothic Fiction requires sets of texts which may never again be needed in the building.

Close cooperation with the public library helps in surmounting the problem. More books are loaned on an extended loan system: titles for specific courses for 12 or 24 weeks, other books for longer periods.

It is, however, beyond the means of public libraries to buy half a dozen sets of books for each class each year. With the escalation of fees, it is also prohibitive for many students to pay a pound or more for a paperback each week for each course they are doing.

The solution we have arrived at is to copy the successful Street Library, established by students at the University of Sussex. You join the library by lending (or giving) a book of your own, which has stimulated you and which you want others to read. We plan to ask for texts that we need sets of (*For Great Expectations* for example) well in advance through the centre newsletter. As well as providing more basic texts, this system facilitates the identification and pre-arrangement of its members.

There will still be a need to spend money on expanding a basic stock. There are acute limitations of space. But the use of the library as a central organizational feature of studying at Friends Centre will, we hope, lead to significant change in the opportunities for learning offered.

The articulation of needs for intermediate studying opportunities has been a significant feature of the adult literacy work here. What we hope is that a creatively used parallel library will throw up parallel needs, and even suggest ways of meeting them, for the students as a whole.

Alan Tuckett is principal of the Friends Centre, Brighton.



Learning by field work

Peter McDougall
Jack Gill

Our purpose was to present students with an opportunity for field work with primary children, involving an exercise in collaboration between school, college and parents. It was important that students explored the potentials of field work, not only as a vehicle for their own learning but as an important teaching resource.

The work arose out of the links the staff of the school of science have established with Blue Coat Church of England Junior School in Durham City. Staff in the college have taught in the school, have taken students to work with children in the classroom or in the local area, and the children have come into college to work in the laboratory with Certificate, BEd, and PGCE students.

A class of 11-year-olds in its last term in the school would be provided with an activity that involved some nights away from home. The purpose of their expedition was an environmental study of Hamsterley Forest, in Weardale.

The parents were brought into the planning at an early stage. Their function was two-fold. An essential element of the exercise was the involvement of the children and the students knew that they had to mount an exhibition of their work in the forest on Sunday afternoon, at the end of the long weekend (Thursday to Sunday), for the parents. A lot of money was needed from the PTA (about £5 per head) to make the work possible. Hamsterley Forest, a large

Forestry Commission plantation in Weardale, about 12 miles to the west of Durham, presents a challenging opportunity for field work at many levels, from orienteering to biology. As the students were selected from specialisms in outdoor education, geography and English as well as science, it was imperative to erect a structure to the work.

The twelve students were first introduced to the types of apparatus useful in such studies, and were given experience in their use, in the study of such areas as microclimates, stream flow, track recording, bird studies, mending etc. Inevitably much time had to be spent on identification of the animals and plants with which the students found themselves involved.

The students were then introduced to the class, and each took small groups of children into neighbouring Hopper's Wood, where they were able to experiment with the apparatus, the apparatus, the different areas of study and, extremely importantly, methods of recording relevant data. To make sure that the whole of the long weekend visit to the forest would be productive, and that every

body would know what they were going to do in the available time, the students spent some time studying the forest themselves. Then the class was taken on an organized reconnaissance for a day into the forest, during which time the different groups, each under the guidance of a student, would make detailed notes for their programme for the long weekend.

Ideas of which areas of study would be most profitable, exciting and interesting for their groups had been evolving in the minds of the children and students. These ideas crystallized during the reconnaissance, and detailed lists of the problems to be investigated, the apparatus to be used, and the pieces of apparatus necessary, were made and fiercely discussed.

By the evening, a comprehensive list of the areas to be explored, and the children were able to take their parents over nature trails they had themselves prepared.

It was interesting to discover that the general public, who visit the forest, particularly at summer weekends, were also bringing with them, and expressing interest in what was going on. The students talked to the parents about the work of their groups, and individual children, in what was in effect a miniature open day.

The following year it was decided

to repeat the exercise with another group of first year students and another class. This time it was decided to spend the long weekend under canvas. This had the advantage of heightening the children's awareness of the forest, especially at night, giving the students practice in the logistics of tenting, and involving more teachers and children than had been possible in the restricted sleeping accommodation of the Youth Centre.

The disadvantage was that not nearly as much immediate recording of results was achieved, because of the difficulty of setting up suitable workshop arrangements under canvas, and of persuading children to come out of the magnificent weather of last summer and settle down to the chore of recording.

However, the final result was every bit as successful, as the work began was completed back in school in the following weeks of term.

Peter McDougall and Jack Gill are senior lecturers of science, College of St Hilda and St Bada, University of Durham.

Telling tales

Jane Read

Let me tell you a story. One hectic Monday morning, I hurried into my class of first-year secondary children for my English lesson, opened my book and—oh, the cancelled lesson!—I had prepared last week?—not a word! Very much there were 30 sober children: exercise books—yes, text books?—not on Mondays.

Story-writing had not proved popular with this class; stories were begun but not sustained. Suggested story titles would not hold this class, certainly not for a 40-minute lesson, in the last few minutes.

Seeing me momentarily hesitant, a little girl asked me "Couldn't you tell us a story?" Well . . . and I would try. I was surprised how quickly the class gathered once they knew I intended to tell a story. They did not consider "work".

That Easter I had visited Scotland with a group of sixth formers. That Sunday I had read of another sighting of Nessie. For some inexplicable reason I found Nessie fusing together—and I had begun.

As I spoke, I was aware of a second, detached self—perhaps somewhere on the ceiling—surveying my 30 engrossed listeners. Their concentrated attention forbade me combining a factual description

of my Scottish holiday with whimsical details of the improbable.

Until the worst happened, I'd introduced mysterious fogmounds in the snow, ancient fishermen, strange shapes in Loch Ness, entranced locals, mad American tourists and . . . I ran out of ideas.

"Write down what you think happened," I heard myself saying. The majority wrote "You're making it up, but . . ."

Since then, a tall story told up to a class member and then left to the individual conclusion has become a favourite ("It's not a real lesson, Miss, is it?") Story writing has taken on of a new lease of life. Children actually offer to tell stories to the class.

Isn't this an approach to that "Beowulf" legend and literature book? The oral aspect of our language has become sadly neglected in English lessons, where over-emphasis is placed upon the written word—and the "serious" written word. I'd love to think that some of my pupils will go on to write in a professional capacity. Though I think I'll see the majority of them telling stories to their neighbours, to work-mates, to friends in pubs, to their own children) rather than writing them.

Let's encourage the legitimate telling of a few tales which, like the 30 engrossed listeners, their wonderful how people can simply listen.

Jane Read teaches at Southgate School, Enfield.

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Agent for change?

Geoffrey Melling on
the aims of the new Further Education
Curriculum Review
and Development Unit

The Further Education Curriculum Review and Development Unit (FEU) was established earlier this year by Shirley Williams. It is housed by, and funded through, the Department of Education and Science, but it is independent of the policies of that department and can pursue activities and lines of thought of its own choice.

It aims "to serve as a focal point for further education curricular matters, to harmonize present activities, to identify and fill gaps, and to provide for a smooth progression through studies at all levels". It has been charged with the following main tasks:

To review curricula offered by the further education service and identify overlap, duplication or deficiencies.

To determine priorities for action to improve the total provision and suggest ways in which improvement can be effected.

To assist in the development of further education curricula by carrying out specific studies, by helping with curricular evaluation, and by contributing to the evaluation of the attainment of objectives.

To disseminate information on the process of curriculum development.

The Unit does not intend to concentrate solely on the planning and design of curricula. It will be interested, too, in such questions as whether the aims of courses are realistic, how objectives are converted into classroom situations, and how successfully intentions are achieved.

These issues are less fashionable and less dramatic than those which fill the columns in the press devoted to further education, so it is important to stress that ours is a curriculum perspective. We are not directly concerned with issues of structure and control.

The questions to which we shall address ourselves are the fundamental problems of all formal education:

"Whom are we teaching?" This implies the further question—Are we considering and providing for everyone we should? Ought we to be making special provision for particular groups? In a non-compulsory sector of education we have to decide where we should concentrate our resources.

What interests, and what values, are being taught? And how can we be sure that the values we are teaching are the values which we should be teaching?

These are the questions which we shall be addressing in our reports.

ies in the structure of provision and put forward proposals for making them good. For example, not all colleges offer courses for those who suffer from academic, social and ethnic disadvantages, or for those who have some form of physical or mental handicap.

Clearly the Centre for Educational Disadvantage has a major interest in this field, but perhaps a unit with our terms of reference ought to be concerned with the promotion, development and monitoring of curricula for these groups.

"What are we teaching?" What should be the content of our courses? How wide is the scope for particular groups of students? How should it be structured and sequenced? Ought there to be a balance of subject matter?

One area here is the balance of vocational and general education elements within further education courses. TEC, for instance, has reserved 15 per cent of its programme time for general and communication studies to help broaden the courses it validates and to promote the development of self-confidence, personal qualities and decision-making powers in technician students.

TEC will not prescribe an additional element of general or liberal studies but declares that the use of "clear simple English" should be encouraged throughout its courses. The TSA is currently converting the idea of a liberal element in studying into a more formal part of the curriculum. It would be interesting to determine whether all these approaches are equally

valid in terms of course aims and the students' needs and interests.

"Why are we teaching what we do?" On what grounds do we justify courses and decisions about their content and structure? Whence do we derive our objectives and by what processes? What ends do we want to achieve?

On the 16 to 19 front these questions could lead to a consideration of the relationship between general education courses and those which are obviously more vocational. A curriculum unit could help to lay bare the principles and values on which courses are based and to comment on their utility and suitability for students in contemporary society.

"How are we teaching?" What methods and resources should we be using and what approaches may be implied by our purposes and choice of content?

There are specific problems in teaching the less able or less motivated in further education with which a curriculum unit might be able to help. It seems that work experience or workshop-based activities can simulate the desire to learn in some students whose previous experiences have set them against education. Research is needed into aspects of experiential learning which can help in the teaching approaches to these groups.

"How do we measure our effectiveness?" Indeed, what do we mean by "effectiveness"? What types of test and examination are appropriate to our aims and teaching methods? And how do we establish criteria for measuring our success overall?

Here a curriculum unit might be able to assist in developing testing instruments and

evaluating new courses. Similarly we need to gather evidence of staff training needs when new types of course have to be planned and taught. Perhaps there is a role here for a central unit to develop measures of review for others and itself to employ.

A major test for the Unit will be whether the advice it gives DES and other bodies is received and acted upon, and whether development activities are effective in the field. I hope that the relationships between FEU and other organizations in the area will be such as to avoid conflict, but there may be times when differences of opinion are inevitable and then our command of reason and persuasion will be at a premium.

In his opening remarks as chairman at the first meeting of the management board, John Tomlinson expressed the hope that he would be able to look back in three or four years' time and see that the Unit had been able to:

First, the justification and enthusiasm of some of the teachers in further education to stimulate their awareness of problem areas and encourage them to seek new skills to deal with those problems;

Secondly, the production of a series of well-written papers which face major issues honestly and in a constructive fashion;

Thirdly, the production of a series of papers and requirements in touch with each other and with centres of advice and assistance through an information system;

Fourthly, the production of a series of papers which set out the major issues facing further education and schools and assist in forging stronger links between education and training at various levels, and between education, industry, commerce and the public services;

Open some windows on European thinking, to influence us as well as be influenced by it.

It is against this background that the Unit has set to work. It will depend very largely upon cooperative efforts with its partners in further education to effect educational change in any substantial way.

Geoffrey Melling is director of the FEU. This article is a shortened version of a talk given at the summer meeting of the Union of Educational Institutions. Copies are available free from the FEU, Elizabeth House, York Road, London, S.E.1.

Thirty years on

Deryck Mumford
looks back at some of
the changes in
further education colleges

The far-reaching changes in further education colleges during the last 30 years have been a result more of accident than deliberate planning, more of individual initiative than official action. The historical perspective is not yet long enough for unequivocal judgments, and I can only give a personal view of the events which have been of most significance for the development of further education.

The first, and most important, was the conversion of the school certificate/higher certificate to the GCE system, though it is highly unlikely that the consequences for the further education system played any part in the deliberations. The school certificate and higher certificate, being group certificates, required full-time study and so remained a near monopoly of the grammar schools. With the single subject GCE system the coveted qualifications, which opened the route to the professions and higher education, could be acquired through the part-time methods in which further education had long specialized.

At the same time, in the early 1950s, strains were beginning to show in the new secondary system. Some of the promises of the 1944 Act were appearing somewhat unfulfilled. Young people did not fall conveniently into three distinct groups as the Spens report had suggested; indeed the group whose attributes were supposed to justify the provision of separate secondary technical schools never appeared at all.

The system of selection at 11-plus, however refined, always allocated a substantial minority of young people with significant academic potential to non-selective schools. For those new underprivileged the further education system in its traditional role soon began to provide GCE courses. By 1952 further education colleges were enrolling in GCE O and A level courses more than 33,000 full-time, 20,000 part-time, and had 116,000 evening students. Ten years later full-time GCE students numbered over 71,000 and constituted nearly half of all full-time and advanced further education students.

The development of GCE courses provided colleges with a solid core of full-time work which justified the expansion of full-time

staff and greatly increased the variety of experience within it. The humanities, arts and social sciences were represented adequately for the first time.

The success of further education colleges in preparing students for GCE O and A level had other consequences which may profoundly affect the future, institutional structure. The adult atmosphere and less formal regime, attractive to young people, increasing in maturity and sophistication, persuaded many pupils from selective schools to choose the further education rather than the sixth-form route to higher education and the professions. Well-informed parents saw they could have the best of both worlds by sending their children to independent schools and transferring them at 16 or 17 to further education to complete their GCE courses.

There were two vitally important consequences of these developments. First, the range of social backgrounds of the student body, hitherto rather limited, so expanded that it now probably covers a wider spectrum than in any other type of educational institution. Second, GCE, a qualification whose currency was widely known and accepted, led further education from a mysterious and unknown backwater into the mainstream of education. The well-defined boundary in post-16 education between schools and further education began to dissolve.

The binary system thus created at sixth

form level has significant long-term implications. At present the existence of two routes to higher education and the professions offers a possibility of parental choice whose preservation is now receiving strong support—particularly from those who failed to notice the absence of choice when the only route to higher education and the professions was through the school sixth form. But choice is expensive and in a period of restricted resources may not be possible to maintain.

The changes to the GCE system allied to the failure of 11-plus selection methods at a time of social change when education became a right rather than a privilege therefore brought radical changes in the further education system which were unanticipated and, in many quarters, unexpected. In addition, did however play a part in the third force which changed the nature of further education although the magnitude of the change certainly exceeded the hopes of those who initiated it.

The National Institute of Adult Education set up a committee under the chairmanship of Sir Robert Wood to examine and comment upon the general aims and objectives of courses provided in further education colleges. By a fortuitous coincidence Boris Ford was free to undertake and write up the research required by the committee and the final report—*Liberal Education in a Technical Age*, published in 1955—will be regarded

as one of the seminal educational documents of the twentieth century.

There had always been some unease among the more forward-looking college Principals and members of staff about the very restricted aims of most college courses, their lack of recognition of traditional liberal and humane values, and the absence of community and corporate life and activities through which civilized social attitudes and cultural traditions might be passed on. The report drew attention to all these defects and the ways in which some colleges were trying to remedy them.

The report attracted an unusual degree of public interest; lucid and challenging, it was widely read and warmly welcomed by many colleges and local authorities. The hitherto scattered support for liberalizing the content of the curriculum and the administration of further education, was drawn together and strongly reinforced. Guardians of the older traditions and the issue by the DES of circular 323 *Liberal Education in Technical Colleges* marked its final overthrow.

No one would claim that colleges today always exemplify or encourage an awareness of liberal, humane, civilized values, that they have yet found the best answers to such problems as the content and aims of liberal and general studies, the organization of student welfare and tutorial support, or the development of a satisfactory range of extra-curricular activities through which students may develop their interests.

The fact, however, that these responsibilities are now recognized and accepted must be largely attributed to Boris Ford, to Edward Hutchinson, the wise and far-sighted former secretary of the NIAB, and to all those who helped them in the preparation of *Liberal Education in a Technical Age*.

This is an extract from a paper given at Blackpool at the summer meeting of the Association of Colleges for Further and Higher Education.

Deryck Mumford was Principal of Cambridge College of Arts and Technology from 1948 to 1977.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

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Nursery Education

BIRMINGHAM
ST. PAUL'S NURSERY
CENTRE
TEACHER-IN-CHARGE and TEACHER required by Nursery which combines education and assessed day care. Post hours 9.0 a.m. to 4.0 p.m. 40 children's involvement.
Application forms may be obtained from the undersigned to: Mrs. J. D. Director of Education, Education Office, Stratford, London E15 4JH.

NEWHAM
(London Borough of)
ESSEX JUNIOR SCHOOL
Essex Road, London E16 6QS
Required as soon as possible:
TEACHER, Scale 1, responsible for curriculum development.
Burrham Road, plus London Allowance £201 or £276.
Application forms may be obtained from the undersigned to whom they should be returned by 10.0 a.m. on 22.8.77.
J. R. WHITE, M.A., Ph.D., Director of Education, Education Office, Stratford, London E15 4JH.

Science

Scale 1 Posts

HERTFORDSHIRE COUNTY COUNCIL
HOLLISFIELD SCHOOL
Shenley Road, Shenley Wood
Temporary TEACHER for SCIENCE with some other subjects required for one term from September.
An apply by letter to Headmaster as soon as possible, giving details of two referees.

Other than by Subject Classification

Scale 1 Posts

SURREY COUNTY COUNCIL
GOODWING COUNCIL MIDDLE DORSET BUILDING TEACHER for Science, Scale 1, for substitute applicant.
Applications to Area Education Officer, Education Office, Guildford, Surrey, GU1 2AA.

Secondary Education

By Subject Classification

Art and Design

Scale 1 Posts

CAMBRIDGESHIRE
CONINGTON VILLAGE COLLEGE
Full or Part-time TEACHERS.
See main advertisement under Secondary English Scale 1.

Oxfordshire

OXFORDSHIRE COUNTY COUNCIL
MAYFIELD HIGH SCHOOL
Wantage, Oxon.
TEACHER for ART and DESIGN, Scale 1, for substitute applicant.
Applications to Area Education Officer, Education Office, 11, Broad Street, Wantage, Oxon. OX12 2AA.

Stockport

STOCKPORT (Metropolitan Borough)
Secondary
Application forms for September 1977, for the following posts, should be sent to the Chief Education Officer, Education Department, Manchester M14 4EA.
Please enclose a foolscap stamped addressed envelope. Closing date: 19th August, 1977.

Primary Education

LONDON
ST. JAMES'S C.I.E. SCHOOL
Hampstead, London N1 2AB
Communicative member of the school's staff. Full-time position. Salary £201 or £276.
Application forms may be obtained from the undersigned to whom they should be returned by 10.0 a.m. on 22.8.77.
J. R. WHITE, M.A., Ph.D., Director of Education, Education Office, Stratford, London E15 4JH.

Other Posts on Scale 2 and above

ESSEX COUNTY COUNCIL
MIDDLESEX COUNTY COUNCIL
MIDDLESEX COUNTY COUNCIL
MIDDLESEX COUNTY COUNCIL
MIDDLESEX COUNTY COUNCIL

Middle School Education

By Subject Classification

Mathematics

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH, DINGLESIDE MIDDLE SCHOOL
Woodrow, Hereford, Herefordshire
Worce 106 7RH

The charge for advertising in all classifications is 66p per line (minimum 3 lines). Display in classified advertisements £3.80 per single column ad (minimum space 9.5 cm double column at £7.20). A charge of 50p is made for Box Number facilities. Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates. Advertisements received by Monday will be published in the following Friday's issue, subject to availability of space. The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8BZ, will be pleased to receive applications for advertising by Monday for the following Friday's issue.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

PRIMARY SCHOOLS

POST NO.
BAMFORD COUNTY PRIMARY (4-10)
 Belgium Street, Rochdale OL11 5PS
 Tel: Rochdale 31486

C1 TEMPORARY TEACHER
 for one year. Scale 1
 This fixed time appointment is for a teacher to take a second year infants class. Expertise in and commitment to the use of I.T.A. is essential. A sensible approach to transfer to plus 0 is also demanded.

BELFIELD COMMUNITY AND NURSERY CLASS (3-10)
 Samson Street, Rochdale OL16 2KW
 Tel: Rochdale 341363

SCALE 1 POSTS
C2 ASSISTANT TEACHER
 (Juniors) Duties will include language development work with lower juniors, thematic work with small groups from the whole junior age range, games (girls or boys) and responsibility for one area of community education (an interest in Adult Literacy would be useful but other subjects can be suggested). The person appointed must be willing to work on evening or weekend sessions as part of their ten session week. (2 posts.)

C3 ASSISTANT TEACHER
 (Nursery/Pre-School) Duties will include teaching five sessions in the Nursery, advising the Playgroup Committee, organising the Toy Library, house visiting (pre-school children) and possibly organising courses for parents. It may be necessary to work on evening or weekend sessions as part of their ten session week.

C4 TEACHER OF INFANTS
 For the above posts it is necessary for the appointed persons to be committed to the concept of community education.

BRIMROD COUNTY PRIMARY (4-10)
 Holborn Street, Rochdale OL11 4NB
 Tel: Rochdale 47146

C5 RECEPTION CLASS, Scale 1

EDENSHAW COUNTY PRIMARY (4-10)
 Edenfield Road, Rochdale OL12 7DL
 Tel: Rochdale 46923

C6 JUNIORS, Scale 1
 For older juniors in this semi-open plan school. An interest in Boys' and Audio-Visual Aids desirable. A commitment to co-operative teaching and thematic approach essential.

CASTLETON COUNTY PRIMARY AND NURSERY CLASS (3-10)
 Hilltop Road, Rochdale OL11 2QD
 Tel: Rochdale 31899

C7 JUNIORS, Scale 1

C8 INFANTS, Scale 1

CROSSGATES PRIMARY (4-11)
 Kilm Lane, Millrow, Nr. Rochdale OL16 3DR
 Tel: Rochdale 54579

C9 INFANTS, Scale 1
 An enthusiastic teacher is required for an infant vertically grouped class in this Open Plan School. The appointed person will be responsible for the overall development of their children in all areas of the curriculum, but should have an expertise which they are prepared to share with colleagues in a consultant capacity.

DEEPLISH COUNTY PRIMARY (4-10)
 Darby Street, Rochdale OL11 1LT
 Tel: Rochdale 47684

C10 TOP INFANTS/LOWER JUNIORS, Scale 1
 Social Priority Schools' allowance payable. Experience in the teaching of immigrants an advantage.

GREENBANK COUNTY PRIMARY (4-10)
 Greenbank Road, Rochdale OL12 6HZ
 Tel: Rochdale 47923

C11 RECEPTION CLASS, Scale 1

HEALBY COUNTY PRIMARY (4-10)
 Scale 1
 With an interest in Infant work. Ability to play the piano an advantage. New Open Plan School opening in September.

HILL TOP COUNTY PRIMARY (4-10)
 Hill Top Drive, Rochdale OL11 2EL
 Tel: Rochdale 48019

C12 RECEPTION CLASS, Scale 1

LOWERPLACE COUNTY PRIMARY (4-10)
 Kingsway, Rochdale OL16 4UU
 Tel: Rochdale 48174

C14 CLASS TEACHER
 To take mainly 9-10 year old children and in

addition to be responsible for the organisation of Boys' Games, Athletics and P.E. (including extra-curricular activities) in the upper part of the school. Please state any special interests or qualifications. Scale 2 post available for a suitable applicant but applications from college leavers will be welcomed.

MARLAND HILL COUNTY PRIMARY (4-10)
 Roch Valley Way, Rochdale OL11 4OW
 Tel: Rochdale 47147

C15 PHYSICAL EDUCATION
 Teacher whose main interest is the physical education of boys, special interest in soccer, athletics and swimming and a desire to teach the junior age range of the school would be welcome. The school has its own gymnasium. An interest in music would be equally desirable. Scale 1.

MEANWOOD COUNTY PRIMARY AND NURSERY CLASS (3-10)
 Church Hill Street, Rochdale OL12 7DJ
 Tel: Rochdale 48197

C16 NURSERY
 To take charge of Nursery Class. Nursery training and/or experience is essential.

MOORHOUSE COUNTY PRIMARY (5-11)
 Crossley Street, Millrow, Nr. Rochdale OL16 4DR
 Tel: Rochdale 42742

C17 RECEPTION CLASS, Scale 1
 A cooperative approach to teaching is desirable.

OAKENROD COUNTY PRIMARY (4-10)
 Bury Road, Rochdale OL11 4EE
 Tel: Rochdale 47631

C18 SECOND YEAR INFANTS, Scale 1

QUEENSWAY COUNTY PRIMARY AND NURSERY CLASS (4-10)
 Hartley Lane, Rochdale OL11 2LR
 Tel: Rochdale 47743

C19 JUNIORS, Scale 1
 For older juniors. Must have a commitment to modern primary method and a willingness to organize and advise on Girls' Games.

C20 INFANTS, Scale 1
 Teacher required for vertically grouped class of infants. Must be able to identify the needs of young children and organize and operate an attractive classroom in order to satisfy these needs. Enthusiasm for language development essential.

SMALLBRIDGE COUNTY PRIMARY AND NURSERY CLASS (3-10)
 Kenton Avenue, Rochdale OL12 9EE
 Tel: Rochdale 47633

C21 NURSERY, Scale 1
 Suitably qualified for Nursery Class.

SPARROW HILL COUNTY PRIMARY AND NURSERY CLASS (3-10)
 Sparrow Hill, Rochdale OL16 1QT
 Tel: Rochdale 47880

C22 INFANTS (Two posts) Scale 1
 Required for September or as soon as possible afterwards. Two teachers. Social Priority Schools' Allowance payable. Experience with Immigrant children desirable but not essential. Applications from teachers seeking their first appointment welcomed.

ST EDWARD'S CE PRIMARY (4-11)
 Hanover Street, Rochdale OL11 3AP
 Tel: Rochdale 31795

C23 INFANTS, Scale 1
 For a class of 8 and 8-year-olds. Some musical ability an advantage.

ST JOHN'S CE PRIMARY (5-11)
 King's Grove, Wardle, Nr Rochdale OL12 9HR
 Tel: Rochdale 48507

C24 LOWER JUNIORS, Scale 1

C25 INFANTS (Two posts) Scale 1
 Musical ability will be an advantage.

ST PETER'S CE PRIMARY AND NURSERY CLASS (3-10)
 Market Street, Rochdale OL16 5BQ
 Tel: Rochdale 48185

C26 JUNIORS, Scale 1
 Social Priority Schools' allowance payable. Application should be by letter immediately stating age, qualifications and experience to be sent to the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA.

A separate letter must be forwarded for each post applied for. Please state the Post Number at the top of your application. Closing Date: August 19, 1977.

SECONDARY Commercial Subjects continued

WOLVERHAMPTON
 BRIDGEMAN COLLEGE
 115A HIGH STREET
 Required for September, 1977.

DEATH PARK SCHOOL
 COMMERCIAL

Scale 1. Qualified TEACHER in COMMERCIAL SUBJECTS (Finance, Accounting, Marketing, and Office Practice) to teach in the above school. The school has a staff of 12 teachers and 200 pupils. The post will be available for September, 1977.

Applications by letter, giving details of qualifications and two referees, to the Director of Education, 115A High Street, Wolverhampton, WV2 4JH as soon as possible.

MARLAND HILL COUNTY PRIMARY (4-10)
 Roch Valley Way, Rochdale OL11 4OW
 Tel: Rochdale 47147

C15 PHYSICAL EDUCATION
 Teacher whose main interest is the physical education of boys, special interest in soccer, athletics and swimming and a desire to teach the junior age range of the school would be welcome. The school has its own gymnasium. An interest in music would be equally desirable. Scale 1.

MEANWOOD COUNTY PRIMARY AND NURSERY CLASS (3-10)
 Church Hill Street, Rochdale OL12 7DJ
 Tel: Rochdale 48197

C16 NURSERY
 To take charge of Nursery Class. Nursery training and/or experience is essential.

MOORHOUSE COUNTY PRIMARY (5-11)
 Crossley Street, Millrow, Nr. Rochdale OL16 4DR
 Tel: Rochdale 42742

C17 RECEPTION CLASS, Scale 1
 A cooperative approach to teaching is desirable.

OAKENROD COUNTY PRIMARY (4-10)
 Bury Road, Rochdale OL11 4EE
 Tel: Rochdale 47631

C18 SECOND YEAR INFANTS, Scale 1

QUEENSWAY COUNTY PRIMARY AND NURSERY CLASS (4-10)
 Hartley Lane, Rochdale OL11 2LR
 Tel: Rochdale 47743

C19 JUNIORS, Scale 1
 For older juniors. Must have a commitment to modern primary method and a willingness to organize and advise on Girls' Games.

C20 INFANTS, Scale 1
 Teacher required for vertically grouped class of infants. Must be able to identify the needs of young children and organize and operate an attractive classroom in order to satisfy these needs. Enthusiasm for language development essential.

SMALLBRIDGE COUNTY PRIMARY AND NURSERY CLASS (3-10)
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 Tel: Rochdale 47633

C21 NURSERY, Scale 1
 Suitably qualified for Nursery Class.

SPARROW HILL COUNTY PRIMARY AND NURSERY CLASS (3-10)
 Sparrow Hill, Rochdale OL16 1QT
 Tel: Rochdale 47880

C22 INFANTS (Two posts) Scale 1
 Required for September or as soon as possible afterwards. Two teachers. Social Priority Schools' Allowance payable. Experience with Immigrant children desirable but not essential. Applications from teachers seeking their first appointment welcomed.

ST EDWARD'S CE PRIMARY (4-11)
 Hanover Street, Rochdale OL11 3AP
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C23 INFANTS, Scale 1
 For a class of 8 and 8-year-olds. Some musical ability an advantage.

ST JOHN'S CE PRIMARY (5-11)
 King's Grove, Wardle, Nr Rochdale OL12 9HR
 Tel: Rochdale 48507

C24 LOWER JUNIORS, Scale 1

C25 INFANTS (Two posts) Scale 1
 Musical ability will be an advantage.

ST PETER'S CE PRIMARY AND NURSERY CLASS (3-10)
 Market Street, Rochdale OL16 5BQ
 Tel: Rochdale 48185

C26 JUNIORS, Scale 1
 Social Priority Schools' allowance payable. Application should be by letter immediately stating age, qualifications and experience to be sent to the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA.

A separate letter must be forwarded for each post applied for. Please state the Post Number at the top of your application. Closing Date: August 19, 1977.

LONDON, S.W.11 MANUEL SCHOOL

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C17 RECEPTION CLASS, Scale 1
 A cooperative approach to teaching is desirable.

OAKENROD COUNTY PRIMARY (4-10)
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 Tel: Rochdale 47631

C18 SECOND YEAR INFANTS, Scale 1

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 For older juniors. Must have a commitment to modern primary method and a willingness to organize and advise on Girls' Games.

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 Suitably qualified for Nursery Class.

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 For a class of 8 and 8-year-olds. Some musical ability an advantage.

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C26 JUNIORS, Scale 1
 Social Priority Schools' allowance payable. Application should be by letter immediately stating age, qualifications and experience to be sent to the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA.

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 St. Francis of Assisi R.C. Comprehensive School, Erdington Road, Aldridge, Walsall

Required for January, 1978:
 (1) Teacher of MATHEMATICS, Scale 1.
 (2) Teacher of HOME ECONOMICS, Scale 1.
 Applications for the above mentioned posts should be sent by letter to the Head Teacher, at the school concerned, giving the name and address of two referees.

EXTRA EFL

World pilgrimage

R. W. Noble examines the British Council's work in TEFL/TESL. His analysis refutes the Government think-tank's recommendation to abolish and/or rechannel the Council's TEFL and related cultural work



The British Council stand at the Belgrade Book Fair.

The British Council deploys the greatest array of expertise that exists anywhere for the teaching of English as a foreign or second language (TEFL/TESL). Few seem aware of this in Britain, except the TEFL/TESL teachers, researchers and textbook authors who rely on the valuable bibliographical services that are provided by the English Teaching Information Centre Library at the Council's Admiralty Arch headquarters.

In many non-English-speaking countries overseas, however, the British Council's reputation for excellence in TEFL/TESL attracts requests for help. Recipients who are approaching the Council take-off information on buying the Council's package programmes for instance, three Saudi Arabian and Iranian universities have retained the Council to supply curriculum designers, course writers, educational equipment, and teaching personnel to carry out programmes in English for Specific Purposes (to facilitate English-medium instruction in medicine, engineering, and other technologies).

For 1977 to 1978, the Council's English Teaching Division (excluding the British Council's Department of Language) has a total budget of £7.5m, of which the largest part derives ultimately from the Treasury and the lesser amount from the Council's earnings.

With this amount, the English Teaching Division has to maintain the work of its approximately 100 full-time TEFL/TESL staff who conduct programmes at local teachers and advise on materials, various levels of support and so on. It also employs approximately 500 experts recruited for highly specialised teaching or advisory work overseas. Moreover, it supervises the Voluntary Services Overseas in several (but not all) of the Third World countries that ask to be included in the basic EFL/ESL teaching by the Council's own or affiliated International English teachers about 10,000 adult learners who, if successful, are relatively prosperous places such as Hongkong and Venezuela.

The Council is also a trusted institution in introducing overseas students and individuals to

British companies and institutions that can reliably supply the required quality of TEFL services and materials. The most sophisticated examples of this is probably the Council's administration of the Overseas Development Ministry's financial contribution to the English Language Book Society's scheme which last year distributed 2,326,283 copies of British books such as Hornby's *Oxford Advanced Learner's Dictionary*, at a half to two-thirds off the home list price. This enlightened aid helps to ensure that British publishers' overseas branches sustain their capacity to commission new books for specifically local markets. Similarly, the Council attracts thousands of overseas visitors each year, especially from Western Europe, to study English in British language schools or to buy British materials and expertise.

The personnel of the Council's English Teaching Division have been foremost in the exciting new field of developing the materials, pedagogical methods and applied linguistic theories appropriate to teaching English for various specific academic and occupational purposes (ESP) in science and technology. Their 'Paid Educational Services' package for the engineering and medicine faculties at King Abdul Aziz University in Saudi Arabia is a R. X. Hindmarsh of the department's output rigorously designed to enable the learners to handle notions and functions in their English-medium study settings.

Here the linguistic rationale is the increasingly recognized need to overcome the false analogies between the various semantic/grammatical structures within English (rather than between English and Arabic), and one of the major methodological emphases is on 'pictorializing' the course materials in relation to the areas of technology in which the group wishes to use English.

Council personnel are designing several other advanced ESP courses as part of the development aid contribution to Third World countries. At the United Nations Institute for Namibia (which is located in Lusaka, Zambia), the Council's course designer was requested to plan a course that would prepare students to communicate efficiently in subjects of study such as basic agriculture and elementary

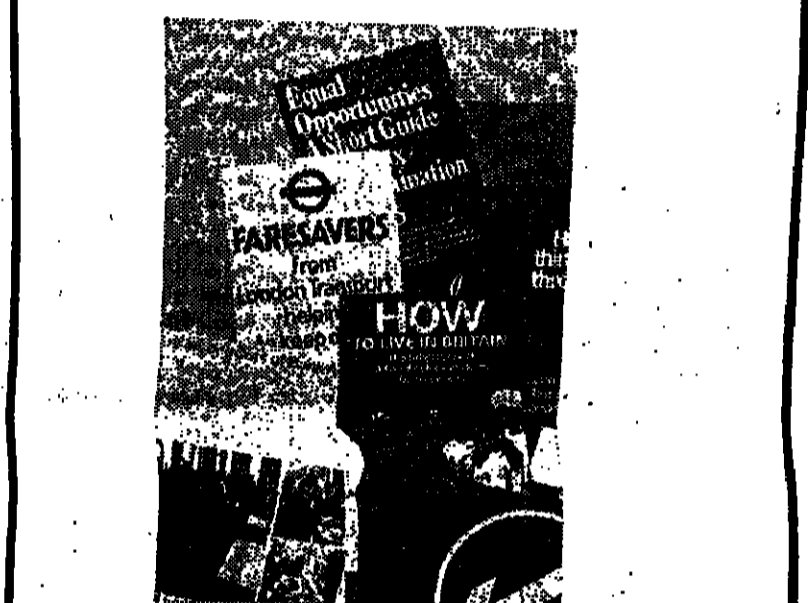
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Take your pick

Donald Hawes reviews texts for certificate and proficiency courses

Keys to English. By Michael Knight. Evans Brothers £1.40. 237 49961 J.

Keys to English: Teachers' Guide. By Michael Knight and Thalia Hoedrin. Evans Brothers 95p. 237 50024 B.

Access to English: Turning Point. By Michael Coles and Basil Lord. Designed and illustrated by Peter Edwards. Oxford University Press £1.80. 19 453740 4.

English. By Donn Byrne and Susan Welden. Longman £1.60. 582 56249 4.

Interaction. By Robert O'Neill. Longman £1.50. 582 56243 5.

First Certificate in English Practice. By Ona Low. Edward Arnold £1.50. 7131 0127 X.

First Certificate in English Practice: Key. By Ona Low. Edward Arnold 80p. 7131 0131 S.

Proficiency English. Book 1: Language and Composition. By W. B. Fowler. Nelson £1.75. 17 555117 0.

Proficiency English. Book 1: Language and Composition. Teacher's Book. By W. B. Fowler. Nelson 95p. 17 555120 6.

New English Proficiency Course. By H. A. Swan. Tutorial Educational Publications £1.30. 7175 0752 1.

King of the Oxford Advanced Learner's Dictionary of Current English, with practice exercises. Oxford University Press.

Some teachers of EFL, engaged in preparing their students for the Cambridge First Certificate and Proficiency examinations, may sometimes feel that the need to keep examination requirements constantly in mind is restrictive. This can be true especially when time

is limited, as it often is in these days when over-zealous students focus on a high level of short intensive courses so likely to become increasingly popular. Recently, too, the Cambridge examinations have become more utilitarian with a new emphasis on controlled exercises of various kinds. Even so, a number of writers have produced over the past few years some lively and imaginative textbooks, with a scrupulous awareness at the same time of what the examination demands.

Michael Knight's *Keys to English*, intended for use in conversation classes, is not specifically an examination book; its main aim, stated in the Teacher's Guide, is "to teach students to speak English better. Students who use it should have had two or three years of previous study. It consists of 13 texts of 400-500 words (some by the author and others taken from literary works), followed by explanation and pronunciation of words and trends in syllabus-making, the training begins with the "notional" and "communicative" and subsequently moves to the necessary related structures. Before the student reads a story or dialogue, he is asked to look at the accompanying illustrative picture and to discuss what it shows, and then he is required to consider a few "pre-questions" on the text. After reading the text, he works fairly conventional exercises in comprehension and structure.

Most of the work, however, is concerned with practice in oral proficiency, with attention paid to such comparatively subtle matters as the expression of accusation, doubt, and disagreement. It is as lively and up to date as *Insight*, and I liked the precision with which the author defines, in his prefatory pages to the teacher, his purposes and methodology and gives suggestions for supplementary textbooks.

Some of the topical material and allusions may soon date. I must confess that I was puzzled by the reference to the "end of the first section, by the English stress like the beat in jazz." But the main purpose of the book should be successfully achieved, as the suggestions for conversation work are interesting and thoughtfully constructed.

Turning Point is the third book of the four-part course. Access to English, an excellent series which takes absolute beginners up to intermediate level, making use of optional audio-visual material. Here are 15 clearly written texts about Arthur and Nancy Newton, a young married couple. The story-line is hunting; she enrolls at a polytechnic; she gets a job in a travel agency (though this part of the story is not developed); they go to the theatre; and so on. Each piece of narrative is supplemented by informative writing, dialogues, and reproductions of such "primary sources" as a leaflet issued by the National Westminster Bank and an advertisement for Dulux Carpet Squares, all of which make the varied exercises in oral and written English more interesting and immediate.

A typical programme of work consists of tests in vocabulary and comprehension, practice in dialogue, oral and written composition, and exercises in grammar and sentence construction. Most students who use this book will respond positively to its lively content, will consolidate previous work and become competent in using more advanced vocabulary and structures.

Insight and *Interaction* look similar, and can, in fact, be used as complementary textbooks. Each has a "real" text, a First Certificate in English, but each goes beyond the boundaries of the examination syllabus.

Insight is mainly a revision course, which pays attention to oral communication, by means of exercises in dialogue and discussion, and skills, by means of progressive work in guided writing and composition. These exercises spring from brief passages of colloquial and informal English, in forms like dialogues, letters, and notices, which are used not so much to test comprehension as to stimulate communication. To illustrate grammatical usage, and to serve as production models. The subjects are chosen by being based on a fictional town and a cast

of characters—24 in all, whose photographs appear at the beginning. The text is modern, animated, and unpedantic ("Where did you use to live, Dad?" occurs on the first page of the first unit). The inventive visual presentation includes photographs and reproductions of letters, reports, and advertisements in a variety of typography and handwriting.

Robert O'Neill in *Interaction* (which is accompanied by tapes or cassettes) emphasizes training in communicative skills as his primary objective, but he also hopes to "achieve the first aim in such a way that the learner is also prepared for the Cambridge First Certificate" and similar examinations.

The book's three sections—Stories and Dialogues, Interviews, and Listening Comprehension—can be flexibly used by the teacher, who is encouraged to form his own modules of material from the sections. In accordance with recent trends in syllabus-making, the training begins with the "notional" and "communicative" and subsequently moves to the necessary related structures. Before the student reads a story or dialogue, he is asked to look at the accompanying illustrative picture and to discuss what it shows, and then he is required to consider a few "pre-questions" on the text. After reading the text, he works fairly conventional exercises in comprehension and structure.

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Section Two consists of formal exercises in sentence construction. The final two sections present Types of Modern English and Popular and Humorous Writing. The latter kind of writing, which can involve a considerable amount of time, is often encountered now days in the Proficiency examination, and some of the students' questions usually ask the teacher to explain colloquial grammar and idiom. A student who works through this book will certainly be helped to become proficient in a wide sense of the word as well as satisfactorily prepared for the First Proficiency papers.

H. A. Swan's *New English Proficiency Course* is a straightforward, thorough textbook, which comprehensively covers the requirements of the examination syllabus all the time, although it excludes formal preparation for the oral tests. Its presentation is either written by the author himself or drawn from reputable writers and periodically methodically and fairly details composition, comprehension and structures, and includes three sets of trial examination papers.

There is an abundance of material, allowing the teacher to choose according to the requirements of his class. It is helpful to find among the comprehension questions a few on stylistic features. This sort of question is now included in Paper 1, and not only provides an opportunity to practise the techniques of answer it.

Whatever their course, and what ever the textbook, all students will benefit from constantly using the *Oxford Advanced Learner's Dictionary*. The Oxford University Press has recently produced a free book, *Insight*, which gives advice on using the dictionary. It contains 32 brief exercises on speaking, English, grammar and style. EFL students will find it useful and enjoyable.

One of the principal aims of W. B. Fowler's *Proficiency English* is to give practice in the correct use of structural patterns, with an emphasis on the importance of connecting words and phrases. In addition, it contains an introduction to the use of the dictionary, by means of another object, is to "expose" them to "as many variations of modern English as possible". He explains in the accom-



Designed especially for study of Geoffrey Broughton's "Swan with English", but useful to anyone who has been studying a language for a year, *Insight* is an attractive magazine published by Penguin. The presentation is colorful and lively and articles likely to be of interest to students such as interviews with pop and sports personalities, and descriptions of visits to places of interest in London. Every magazine contains a short play, a poem, puzzles, vocabulary lists and stories adapted from writers of high calibre, like Nicholas Fitz, Jane Gardam and Marjorie Dale. This illustration is from 'To Catch a Spy' in *Insight*.

panying Teachers' Book that his criterion for choosing material is beauty of style, and in developing students' skills and observing that "the best preparation for an examination is not always an impulse of it."

In the first and longest section, Essential Structures and Connectives, the texts on which the exercises are based include factual and informative passages (about learning English, take-over bids, and detectors, for example) and dialogues (which are quite vigorous and humorous). The exercises deal with structure, grammar, idiom, conversation practice, and composition are progressively planned, revising and extending the basic knowledge and skills the student is presumed to have acquired in previous study. One often has to presume that a Proficiency student has such knowledge and skills, although this may not always be so—for anything, the possession of a First Certificate is not a prerequisite for entering the Proficiency examination.

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Doctored prose

A. J. Baird reviews a language learning series

Public Opinion. By Frank O'Connor. Edited by Alan Duff. 30p. 521 20991 9.

The Little Governors. By Katherine Mansfield. Edited by Ann Brumfit. 35p. 521 2165 4.

The Perfect Tenants and The Mourner. By V. S. Naipaul. Edited by Francis Curtis. 45p. 521 2165 0.

A Visit at Tea-Time and Manhood. By John Wain. Edited by Michael Dalby. 45p. 521 21359 2.

A Mid Attack of Locusts. By Doris Lessing. Edited by Alan Duff. 35p. 521 2164 6.

Cambridge University Press.

The Cambridge English Language Learning series contains simplified versions of works by distinguished writers. The principle of the simplification is that it should be possible for the students of English as a foreign language to work out the meaning of most of the difficult words from the context in which they appear. Where it is considered necessary, however, the meaning of words is explained in the glossary. In addition to a simplified text and a glossary the books contain questions on the text and a number of suggested topics for discussion arising from the reading of the stories. The editors of the texts have appeared all to be experienced teachers of English and certainly the task of simplification is done very competently for us. One might argue, plausibly enough, that at the level of competence in English at which these texts are directed considerations of linguistic or stylistic value are irrelevant. Surely this would be to deny the importance of all that we mean when we refer to style, or at best to assert that need not apply to texts for young learners. It is equivalent to saying that style is no more than an embellishment to language, a view which many teachers and most linguists would not accept.

There is no doubt that a lot of the language in these texts has a leaden feel about it. Closer study reveals an evenness of texture which is doctored prose. Try reading some of the passages aloud and you will find that it is by no means easy. It is when we read, aloud or subvocally, that we become aware of the critical balance between speech and writing. Through a combination of visual clues, a well written text impels us to segment it into some units which are related to and depend upon our perception of such units in the spoken language.

Here is an example from the text of the Doris Lessing story, *A Mid Attack of Locusts*, which demonstrates the need for careful reading and hitting out at the air with a crushing locust underfoot with every step, locusts clinging all over him, cursing and averting, and hitting out at the air with his old hand.

The language of these versions often has a lack of high-level organization. Normally, even in so-called silent reading, our native awareness of the prosodic features of our language discovers the organization for us. One might argue, plausibly enough, that at the level of competence in English at which these texts are directed considerations of linguistic or stylistic value are irrelevant. Surely this would be to deny the importance of all that we mean when we refer to style, or at best to assert that need not apply to texts for young learners. It is equivalent to saying that style is no more than an embellishment to language, a view which many teachers and most linguists would not accept.

Own write

Peter Bostock

Advanced English Composition. By Sheelagh Kanell. Evan Brothers £1.30. 237 28970 9.

Composition is a vexed issue. There remains the particularly English suspicion that some people are born writers while others are not, and that no amount of prescriptive teaching can alter this. However, given that something has to happen in essay classes, teachers respond variously to the problem: some will concentrate on discussion of content, others will resort to strict analysis in the hope of salvaging form if nothing else, and others will keep on teaching grammar and vocabulary, leaving the rest up to providence.

The trouble with Sheelagh Kanell's book is that it falls somewhere between all three stools. It offers Proficiency level model essays, good ones for example, bad ones for criticism, and the usual ones for teaching grammar and vocabulary, leaving the rest up to providence.

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There are times when the educational publishers seem madly profligate in the number of dictionaries and wordbooks they make available for foreigners learning the size of the market both in this country (over 13,000 foreign students a year go on language courses in Cambridge alone) and abroad, you wonder why there are not more and why we are not all compiling such books.

Two recent publications cater for different sections of the market. The *Oxford English Picture Dictionary* claims to be "for learners of English of all ages" but is probably suitable mainly for children who want to learn a lot of nouns. Each page is a coloured picture with the various items captioned. When you have found the word you are looking for, try to learn the 2,000 or so words on the same page. Then cover all the words up and see how many you can remember.

We begin with Our Universe and progress via The World, The Human Body, travel, jobs and recreation to animals, plants and three pages of verbs. There are a few despairing attempts to illustrate adjectives, prepositions, pronouns and adverbs of place, but the vast number of the 2,000 or so words are nouns. Obviously it is easier to illustrate nouns, but that does not excuse any-

When you've found the word you're looking for...

David Self

Oxford English Picture Dictionary. By E. C. Payne. Oxford University Press £1.75. 19 431214 3. 80p. 19 431160 0.

Macmillan Learning New Basic Dictionary. Macmillan Education £1.00. 333 21213 4.

thing which claims to be a dictionary from having such bizarre and obscure words in its lists and from omitting the more practical.

Considering it is basic enough to include words like man, woman, house and so on, it really is perverse to include such objects in its limited space as cocoa pod, celtuce, frog, hand grenade, jollipurs, llama, mule, luck and vulture. Needless to say it leaves out anything useful like food, hungry, pain, ill, sick, please, thank you, yes and no.

The publishers' blurb claims it is for those "who wish to build up their vocabulary". It may be helpful to those who like learning for its own sake or those who feel they need to build up a particular area of their vocabulary in case they get an unseen on an obscure topic in an exam, but for those who actually want to communicate in English it is merely frustrating.

If there is no logic or imagination behind the selection of words in the *Oxford English Picture Dictionary*, then the *New Basic Dictionary* is a much more sensible affair. Designed for the intermediate student, it gives simple definitions of 4,700 headwords and many derivatives. The vocabulary has been selected to be of practical use and conforms with the standard recommended by the Council of Europe. Examples are given of words in their contexts and illustrations are provided where words cannot be explained within the vocabulary of the dictionary.

It is to be hoped that anyone confronted with a choice of these two dictionaries isn't seduced by the colour printing of the first or put off by the sober appearance of the second—the latter is both more comprehensive and more practical.

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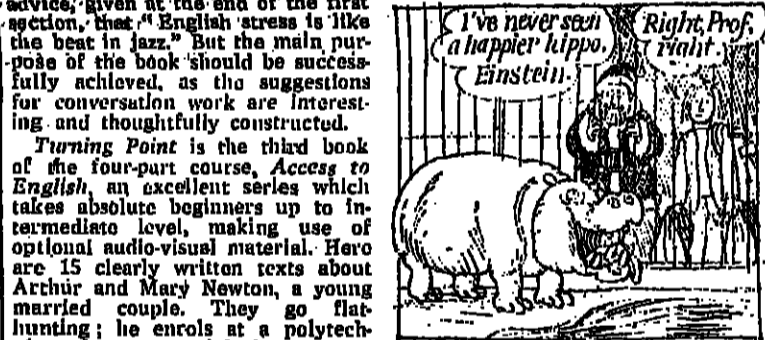
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I've never seen a happier hippo. Right, Prof. Einstein. What?

From 'The Adventures of Professor Bighead' in *Insight* 3 (Penguin).

One of the principal aims of W. B. Fowler's *Proficiency English* is to give practice in the correct use of structural patterns, with an emphasis on the importance of connecting words and phrases. In addition, it contains an introduction to the use of the dictionary, by means of another object, is to "expose" them to "as many variations of modern English as possible". He explains in the accom-

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Nelson

As she is spoken...

A. J. Baird reviews studies of oral English

Intermediate Oral Skills. Teachers' Book. By J. C. Templar and Keith Nettle. Heinemann Educational £1.75. 435 28744 3.

Intermediate Oral Skills. Students' Book. By J. C. Templar and Keith Nettle. Heinemann Educational 55p 435 28743 5.

Face to Face. By Michael L. Long. Evans 90p. 237 50046 9.

Stress Times. By Colin Mortimer. Cambridge University Press 70p. £2.21.

Speak English English. By Vivienne Maddock. University Tutorial Press £1.10. 7231 0737 8.

Speak English and Read English. By Elsie D. Smelt. 582 66132 2.

The Pronunciation of English. By C. Gussenhoven and A. Broeders. Wolters-Noordhoff-Longman 90p. 59 01 02886 4.

Teaching Oral English. By Dorn Byrne. Longman £2.00. 582 55081 5.

The pedagogical contention that a language, and in particular English, ought to be taught in its spoken form before the learner is exposed to its written form, though occasionally justified on historical grounds (and the historical primacy of spoken language is not disputed) is more often based on the assumption that the orthography of English is topically irregular and unpredictable. One can detect here a product of the twentieth-century linguist's preoccupation with synchronic studies and his perhaps unconscious postposition of the inevitable ultimate synthesis of the synchronic and diachronic disciplines.

Most of these books accept without question the separation of the spoken and written languages and attempt to deal with the spoken form of English with the minimum reliance upon written texts and with frequent recourse to visual and audio aids to language learning.

It is said to be true that, at a time when enlightened educationists advocate an integrated approach to language study, many linguists are still seen to be thinking in solely synchronic terms when it comes to application. The reason is not far to seek, for to most people diachronic linguistics means the study of Latin, Greek and Sanskrit, Grimm's Law and the intricacies of the Great Vowel Shift. Fascinating though these topics can be, it is hard to convince the average language teacher that they are relevant to their pupils' struggles with the ways in which English is written and spoken today.

The postposition of the study of the written form of English in the teaching of it as a foreign language is based on a pessimistic view of the orthography, the assumption that the foreign learner is finally confronted with written text his carefully acquired pronunciation of the new language will suffer a setback, an onset of "spelling pronunciation" comparable with that which afflicts native

learners when for the first time they discover the spelling of "Wednesday" but a good deal more serious because, for the foreign learner, it may initiate a regression to a markedly "foreign" pronunciation of English. This implies that he will fall back into a habit of decoding the text in terms of his mother tongue, as indeed he will if we do not trouble to teach him the nature of and the principles which govern the new code.

The only way to learn the nature of the code for English is by associating sound and symbol from early on in the study of the language. Matters would be a great deal easier if in the study of the student's mother tongue, the study of speech went hand-in-hand with the study of writing. It is a pity that the study of speech so-called "elocution" has fallen into disrepute. One must admit that the conservative attitudes of many teachers of speech in the face of diverging patterns of formal and informal behaviour have contributed to this culture. Yet there are arguments for establishing speech as a necessary part of the regular curriculum. To do so we should have to redefine speech not as a prescriptive system of training in Received Pronunciation or some other standard but as a broader and more immediate relevance to everyday language use. With that sort of attitude to the study of the mother tongue we should be better prepared, as both pupils and teachers, for the learning of foreign languages.

The two books by J. C. Templar and K. Nettle are intended for students at Cambridge pre-first Certificate level and consist of a teachers' book and a students' book. The 15 units each deal with a particular social situation with the emphasis on a limited number of language features. Each unit contains a listening comprehension passage with multiple-choice questions, a dialogue related to the passage, a dialogue picture on which questions can be based, a situation question to provide transfer situation through cues and uncut responses and, in the teachers' book, notes about the content of each passage and the language points arising from it. An accompanying tape is available in a reel-to-reel or cassette version.

Michael Long's book contains rather shorter dialogues intended to provide models of informal everyday spoken language. Outlines of teacher situations suggest possible extensions of the language features of the dialogue. An interesting feature of this small textbook which includes references to gesture, posture and intonation as well as exclamations of various kinds. There is an accompanying tape of the dialogues. The book by Colin Mortimer has the subtitle *Rhythm in Conversation*. The author acknowledges his debt to Professor David Abernethy and the book is based on the latter's analysis of rhythm in spoken English. It introduces the concept of the foot and uses a simple notation to indicate foot boundaries, stressed syllables,

unstressed syllables and "silent stresses". There are 50 dialogues aimed at upper intermediate and advanced learners and designed for use as listening comprehension passages as well as rhythm exercises. This first book in the Elements of Pronunciation series is well illustrated by Peter Kneebone and is accompanied by a cassette.

The first eight chapters of *Speak English English* provide a guide to pronunciation, stress and intonation. The last two chapters, which are as long as the others put together, are designed to prepare students for papers four and five of the Cambridge First Certificate Examination.

An important feature is the extended treatment of weak forms which are dealt with in detail. The book suffers from the trap of over-stipulation. For example, to introduce the idea of secondary as well as primary stress and one wonders if it is practical to deal with stress and intonation separately in chapters four and five.

The *Pronunciation of English* designed for Dutch learners of English. It adopts a contrastive approach. Like all the preceding books it is based on descriptions of Received Pronunciation, but it also includes other varieties of spoken English. For instance General American, General Australian and Scots English. The authors express their belief that a passive knowledge of other varieties may not be so expendable an attribute of a native speaker as it is perhaps still considered to be. A tape of the pronunciation exercises and of some of the intonation examples is available.

Elsie D. Smelt's book takes the view that the spelling of English is more regular than most learners believe and it intended as a book of use not only to foreign students but also to native speakers. The author draws support from a quotation from Chomsky to the effect that conventional orthography constitutes a near optimal system for representing the spoken language. Many linguists would consider this as a somewhat optimistic statement, but the grouping of words on historical principles which characterizes this book certainly makes a good deal of sense, making possible a simple statement of the nature of English orthography in a way that the study of correspondences between phonemes and graphemes does not.

... and as she is written

Creative Reading and Writing. By F. Merat and M. Yabre. Collins-Macmillan £1.75. 02 970440.

This book was first used in the English department of the University of Paris-Vincennes, where it was discovered that given certain memoranda, abilities in reading and comprehension rapidly outstripped oral, oral, and writing skills, and could be used to improve these other.

The book evokes an active response on the part of the student: there are 16 extracts from English and American writers, with subjects and authors as diverse as Samuel Pepys and Malcolm X, and literary forms ranging from a complete report on smoking to a poem by T. S. Eliot.

The character of the writing is little disturbed. Reading may be repeated several times, but without recourse to a dictionary, so that the general meaning and natural rhythm of the prose are intact.

The extracts are followed by questions, testing understanding, structural, grammatical and vocabulary items, and practice in summarizing. Exercises answers are given at the back of the book, so that a student can work independently. The problem of differences between English and American usage, which occurs in these texts in an appendix (though not all languages are covered).

The strength of the book lies primarily in its including characters. Students are exposed to a wide variety of different writers who will engage their interest, and a range of literary forms and linguistic

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Which is the mother tongue?

Barbara Cooper

Many children whose mother tongue is not English make slow progress at school in Britain, and the reasons for this, no doubt, arise from complex social and cultural factors. One of these is the language difference, and yet it seems that this is considered only when the child obviously has a poor command of English and needs language lessons.

There are, however, many children who appear to speak "perfect English" - having, perhaps, spent all their lives in England, but who do not speak English at home, and in these cases the linguistic factor is often not considered relevant to learning problems. The scarcity of literature on educating children in a foreign language, however, seems to indicate that there are, indeed, learning problems.

Some studies were made in the cities by Unesco experts, their reports were concerned with the problem of primary schooling and the teaching of literacy in areas where there are perhaps only a few thousand speakers of a language or dialect. The most practical solution would seem to be to educate the children in the language of wider application most likely to be useful to them—their official government language, or possibly a world language such as English or French.

The Unesco experts concluded, however, that this would not be the best thing for primary school children. It was felt that the basis for the written language skills as they are learned at school must be the spoken language which has been learned at home. Bilingualism was condemned as a disadvantage to a child.

Not all investigators agree with the Unesco experts on bilingualism as such; the attitude towards bilingualism seems to be becoming more positive. Since the Second World War some valuable work has been done, much more so than in earlier studies, in as much as the problems studied were indeed those of two languages and not that

of language media of instruction. Thus it would seem that if all other relevant variables are controlled, the positive advantages of bilingualism are certain. One recent study by Peal and Lambert (*The Relation of Bilingualism to Intelligence*, 1962), for instance, concludes that "the bilingual students are far superior to monolinguals on both verbal and non-verbal tests of intelligence".

The basic reason for the Unesco conclusions was the idea, generally agreed upon by linguists, educators and psychologists, that complete mastery of the mother tongue is of crucial importance to the individual. Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it through an unfamiliar linguistic medium" (Unesco, *The Use of Vernacular Languages in Education*, 1953).

Mastery of the mother tongue is naturally achieved by a child living in his home country and being educated in the language of that country, by the exclusive use of that language from birth until the mental processes are mature. If a child is in daily contact with another language, he will learn this second language to a high degree of proficiency, but unfortunately, not in addition to but at the expense of the first. The first language may become the first language but not the mother tongue; there may even be confusion about which is the mother tongue.

All this should be taken into account when planning teaching materials to help these children. Some consideration could also be given to the question of literacy classes for the different immigrant language groups in Britain so that their command of their mother tongue may be less limited, and may be extended to knowledge of the written form.

life, but in their own specific contexts (home and school), they are not interchangeable. The child masters that part of each language appropriate to the situation in which he uses it, but has difficulty using it in others. He speaks a restricted register of two languages instead of the full register of one.

Differences in register can clearly be seen in other languages, as for example in many regions of Switzerland, where the local dialect is used for informal personal contacts, and German is used on formal occasions and for writing.

If a small boy breaks a window in a house in Switzerland with his football, the owner of the house will speak to him in the local dialect. If a businessman in a Rolls-Royce breaks the rear light of the car of this same Swiss man in a traffic queue the ensuing conversation will be in German.

A child who has learned English by contacts outside the home, but who speaks a different language in the home, cannot know the kind of English spoken by parents to their children. This experience of the language is the basis on which an English child builds his skills of literacy. A child whose basic experience of the language is much more limited is at a serious disadvantage right at the beginning of his school life.

An immigrant child living in Britain certainly needs to be proficient in English. The problem is that he cannot have the experience of either the full register of English or of his mother tongue, which he will probably use only at home and for close personal contacts.

Some consideration could also be given to the question of literacy classes for the different immigrant language groups in Britain so that their command of their mother tongue may be less limited, and may be extended to knowledge of the written form.



"Parosi" is a new series of 26 15-minute TV programmes encouraging Asian adults to learn to speak English. The programmes will be broadcast on BBC 1 on Sunday mornings at 10.10 from October 2, and will follow immediately after "Nai Zindagi, Naya Jeewan" the regular TV magazine for Asian viewers. It is hoped that the whole family will watch, but the series is particularly aimed at Asian women. Most of the programmes will be drama, following the lives of two Asian families. English is spoken in the programmes where it would normally be used, otherwise the language is in Hindi/Urdu. Every fifth programme offers direct advice and information. Viewers watching may learn a little English from the programmes, but the primary aim is to encourage them to seek tuition locally.

A booklet, also called "Parosi" (to be published by BBC publications) contains English idioms on topics like education, housing, health, employment and transport, and information sections in Bengali, Hindi, Gujarati and Urdu.

A turn of phrase

English Idiom Stories. By Peter Curran. Stanley Thornes 95p. 85950 033 0.

This book consists of 16 short stories into each of which between 7 and 24 commonly-used idioms are worked. Those included are listed and explained after each story, and there is a section of multiple-choice exercises at the end of the book to test accuracy in the wording of the idioms.

The stories are, as is to be expected, somewhat contrived, and the book could be disastrous if intro-

duced too early and too quickly to students totally unfamiliar with English idioms, who would be obliged to learn large numbers of them laboriously by heart, and would introduce them in a forced way into written work and conversation.

The book has more to offer to the student who is already au fait with some English idioms, to clarify and expand what he already knows, and as a handy reference book. There is interest for the more advanced student, too, in many of the derivations given.

Rachel Hinkle

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Ship and sheep in Fenland

Nigel Richardson on the Bell School of Languages

In addition to its full courses in Cambridge, Norwich and Bath throughout the year, the Bell School of Languages also runs a number of summer schools for children of eight to 17. Two of these, comprising 15 tutors and 108 teenagers, were held at the King's School, Ely, for nearly four weeks in July to August 1976.

Ely is in many ways an ideal centre for an EFL course. A cathedral city with an unmistakable English atmosphere, it does not have too many distractions from classroom work, yet is within easy reach of Cambridge (20 minutes) for shopping and entertainment, London (two hours) for airports and boat trains, Fenland and the coast.

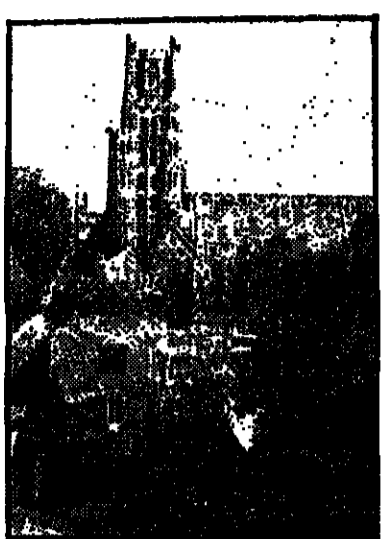
The Bell School's declared linguistic aims on such courses are to improve pronunciation and intonation, to increase comprehension of English as spoken by English people, to widen students' vocabulary especially their knowledge of idiomatic and colloquial English, and to convert a passive knowledge into a more active command of the language. Course members were therefore put through intensive listening tests and then divided into groups of 10 to 12 for 28 lessons totalling 21 hours' formal teaching each week. These consisted of work in language, spoken English and the study of specific text each morning, and a number of options groups in the afternoons including play-reading, current affairs, British newspapers, specific idioms and remedial pronunciation.

Once each week there were lectures on "British institutions", such as parliament, education, and the origins of such traditions as the coronation and highland games. A specific part of each day was set aside for written "homework" including a daily journal, and written reports were made on each student's progress at the end of the course.

The course director, Peter de Voil, believes it is important to bring the students into contact with English people whenever and wherever possible, especially with those who are not used to dealing with foreigners and who do not share the training and assumptions of the EFL fraternity. Two afternoons were set aside each week for "Environmental Studies". Each group, supervised by its group tutor (who acts as a "form master" persona figure throughout the course), was sent out to make a detailed survey of a village near by. Armed with a questionnaire which eventually formed the basis of a project, pupils were encouraged to talk with the local people, to make written notes and tapes interviews, and to find out for themselves information about local history and geography, industry and employment patterns, transport services and the effects of the drought. Some valuable unexpected contacts were made here—one group discovered a newly opened agricultural museum in Haddenham and one of its curators who was happy to give a guided tour of neighbouring fenland, complete with photographs and reminiscences of the floods of 1947 and 1953.

Additional local contacts were made through a guided tour of the cathedral and its treasures, interviews in the local market, a visit to the magistrate's court and by entertaining local old people to tea. A number of factory visits were provided, including Hawkes Sidley at Hatfield, Golden Wonder Crisps (Corby), Wedgwood Glass (King's Lynn), Metal Box (Walsby) and the Orange King Brewery at Bury St. Edmunds. Afternoons were also a chance to go punting, brass rubbing, digging for archaeological remains, art and a wide range of sports culminating in a home-grown Olympics.

Besides a number of evening trips to theatres and cinemas in Cambridge, filmstrips, diatribes and an occasional lecture were arranged at the school. Full-day excursions included London—Lunch in Hyde Park followed by a trip to the "Tommy" National Gal-



The cathedral, Ely

lery, then buy your own meal and do your shopping—important to make them experience a big city on their own even if their English is not yet very good. Some went to York for the Minster, Castle Museum and the excellent Railway collection, others to Coventry and Stratford for *Romeo and Juliet*. Woburn Abbey provided a variety of entertainment and a half-day in Hunstanton gave them a chance to experience the uniquely British aspects of seaside tourism—"an interesting cultural experience" as one unusually serious-minded French student described it. Both staff and students found their basic assumptions challenged from time to time. The students expressed surprise at the high level of contact between teachers and

taught: some German boys, for example, were amazed that staff would join in a disco. Amusement and surprise—later resignation—greeted the British habit of forming a queue for anything and there were frequent comments about "the British reserve". Tutors in sleeping in a public-school style dormitory can be a considerable shock first time round for someone from a country where even the boarding schools have interesting sprung mattresses and sitting central heating all the year round. Similarly in the classroom, when an exaggerated pronunciation is vital in the early stages, the difference between "ship" and "sheep" may be obvious to us, but it is not to a 12-year-old from Barcelona.

As this article appears, these courses in Ely will be in full swing. Spare a thought for EFL tutors everywhere: they may get paid for it, but they do have their problems to contend with. Over the years we have included one by one about the London Underground to rescue his jacket, getting another inoculated against tetanus and reporting the dog that he had, only to discover that it was owned by the very doctor we had just consulted; a bewildering series of contradictory telegrams from Italy about winter travel arrangements and acute illness caused by the who mistook soap powder for sugar. Finally, there is always the night war of attrition with international telephone exchanges around the world. Contrasting the dourly secretive Scandinavian telephone style with the wildly exuberant Latin one can be amusing, but it's cold comfort as you wait for the tenth night in succession for that ever-unobtainable call to Dubrovnik!

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Canterbury tales

Heather Neill at the Pilgrims language school

A Spanish student mines gruesome murder to a tape which also has prepared herself. Other students, mainly from various European countries, watch and discuss the behaviour of the character she has portrayed. The members of this particular class are all English teachers in their own countries, and the use of drama to bring a story alive (the subject on this occasion was "The Tell-Tale Heart" by Edgar Allan Poe) is typical of the methods employed by Pilgrims Language Courses in their teacher training seminars. Ideas to help teachers teach are inextricably bound up with language instruction.

The Pilgrims highlight is a blend of the pragmatic and the imaginative. Their summer schools for 15- to 18-year-olds include some intensive instruction in sports vocabulary. A period is set aside during the morning classes for whatever the pupils linguistically find of interest or adventure activity is to occupy the afternoon. A corpus of sporting terms has now been collected and tested (in Cambridge during the winter). For lack of words like "throw", "pivot" and "top-spin", and, just as important, instant comprehension of them, a game or session in which the pupils come to a premature close. Both kinds of course, the one for teachers and the one for teenagers, last three weeks and are housed in pleasant colleges attached to Kent University outside Canterbury. The youngsters' course, though, fairly expensive at £205 all-in, is an adventure holiday too, offering opportunities for sailing, riding, camping and excursions to London.

The Pilgrims philosophy seems to be that learning English should be fun. James Dixey, the Director, and Marie Rivolucci, head of research and director of studies, have compiled a good deal of material which embodies this. Mr Dixey claims that at least one well-known publisher has turned down an advanced course because it is too risky and would not sell in less privileged countries. The exercises and examples are a long way from the solemnity of the more conventional teaching. Mr Dixey, Mr Rivolucci and others have built up a bank of practical material in the past few years, testing and preparing ideas in the winter and putting them into practice each summer. Longman is to publish *English through Drama* at Christmas, but many publications are already available from Pilgrims.

James Dixey and his team do not see EFL as an isolated subject, but draw on techniques from sometimes unexpected places. As well as being helped by an expert in techniques for teaching actors, they are hoping to publish a textbook based on the ideas of Edward de Bono and are also building on what Mr Dixey gained from taking a business management course last winter. He found that many techniques and games for training managers in delegation, control and the management of time were natural EFL material. "Too often," he says, "students of business English are too much emphasis put on 'business' and not enough on 'business' professionals and executives begin to feel that their country houses next October."

Wordstores

Peter Bostock reviews two language texts

Play and Practise 1 Graded Games for English Language Teaching, by Anthony Chamberlain and Kurt Stenborg.
John Murray £195. 7193 3320 1.

The more books that compile random ideas teachers have had in mind for years the better. In collecting 98 language games under one cover, Anthony Chamberlain and Kurt Stenborg have provided a useful source of material for extending the basic timetable, reinforcing concepts already taught and creating a congenial classroom atmosphere.

The games are divided into four sections: Listen and Do (in Simon Says) for pronunciation, numbers, reading and writing (e.g. crossword competitions and Social Games) for informal English. They are graded from beginners to advanced and both degrees of difficulty and language are included in a concise index. Additionally, each game is prefaced by its aim and the linguistic items included. Practical tips for the teacher and suggestions for adaptations.

Essentially these games are meant for children, with whom they will surely be popular, although the element of competition in some may be more of a disinclination for those who have to drop out than a stimulus for those who win. However, many (notably in the reading and writing or social sections) could be adapted for adults.

Some of the structures games (What is He Doing? or What Did You Buy?) are little more than variations on standard direct method drills in any case, and they too could be used with all ages. A few involve ranging about in the real world, which may not suit the more mature student, although I am left with the pleasurable vision of Steinmann Kaplan playing "Hunt Ze Simple" or "Vor Ken I do you mein Eppel?" under the despairing eyes of his fellows. Enough to give any teacher palpitations.

Using English, By S. H. Burton.
Longman £2.20. 582 42198 5.

Although this book is designed for native speakers in either sixth forms or higher education, teachers of English to advanced foreign learners (those following post-graduate courses for example) will quickly recognize its value in their field.

It is a self-contained and traditional course, in that it includes grammar, comprehension and summary; and yet it is progressive because it constantly moves beyond these sometimes rigidly prescribed areas to a highly perceptive discussion of the various functions of written and spoken English. The student is encouraged to look creatively and critically at how both he and others manipulate the underlying structures of language but also their conclusion, when they come together to form argument or information.

This process is illustrated handsomely by a wide variety of well-chosen texts, on a scale from science to literature. Apart from their intrinsic interest, these articles have been carefully selected for their clarity in demonstrating definite language activities. His note-taking, the analysis of thought or the selection and use of vocabulary. Their main attraction, however, is that they occupy the common ground so important to the interested layman, and can therefore be used with students from all backgrounds.

Each of the book's seven sections can be used separately and provides exercises for both group discussion and private study, although these activities sometimes interweave, for example when students produce their own work, video or tape-recorded where possible, for group analysis. Both methodology and content are imaginative and effective: the book's only danger is that it may be trying to achieve too much, too quickly. Students will certainly need to be highly motivated to extract the maximum benefit from it.

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Also available: An English Reader's Dictionary by A. S. Hornby and E. C. Parnwell - the pocket edition of OALDCE.
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Textures of life Geoffrey Broughton on language and culture

When a native-speaking Englishman thinks of the word 'rug' it is usually associated not only with 'house and building, but with 'stopping, rain, and roofing materials like slate, tile and even 'thatch. On the other hand, the English-speaking Maltese shows a different set of associations: in clothing 'flannels, washing 'lines, children 'playing and even 'water-nets. The same word in the same language has a different conceptual meaning when used in two different societies.

Language is part of a society's culture, which is defined as the socially inherited assemblage of practices and beliefs that determine the texture of our lives. Language teachers are constantly reminded by anthropologists and sociologists of the close link between language and culture.

In fact native speaker insight into British English demonstrates cultural and conceptual norms which reflect the social patterns in which the language is used. It is neither necessary nor desirable to follow Whorf into a full argument for linguistic determinism, claiming that our categorization of the world is totally determined by the structure of our mother tongue.

In teaching one particular variety of English, British English, we teach what we like it or not, a British world view. And clearly, where cultural overlap is high—European learners—the learning problems are considerably fewer than for students for whom British cultural features are markedly 'foreign'—Japanese or Indonesian learners, for example.

The problem is the native view of some teachers and many learners that different languages are simply different codes to express universal concepts, practices, beliefs and objects. In such a world translation would be simple and we should all share the same conceptual and thought patterns except for the words expressing them which would be different. It is for this reason that many of the best teachers of English as a foreign language are themselves masters of other languages and understand the problems of cultural relativity.

It is arguable that, although the foreign learner can rarely hope to achieve the same degree of linguistic insight shown by the native speaker, he must in order to be communicatively efficient in English, gain at least a native speaker type of insight. And this insight must apply at least to the broadest cultural aspects. Perhaps it is time that we recognized that, just as many foreigners learn English for special purposes, there is a case for learning the cultural aspects of English for special purposes. This acknowledgment would identify the cultural aspects of English as most appropriate for the tourist, for the student of literature or even of parliamentary democracy.

No comment

'The worst possible people to employ as teachers in a language school are: professionally trained teachers; the real teacher tends to be the schoolmistress for what is basically a social centre. Unfringed, clericalism, aspiring vortloguists, and even ex-hairdressers are probably more suitable in fact, with a gift for ready conversation in the language to be more popular than teachers in teaching English to foreigners. But the most suitable person to recruit for this purpose is a mist surely for the properly trained actor or actress.'

The Stage, December 23, 1976

The British Council English Teaching Information Guides

prepared by English Teaching Information Centre

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Catalogue of courses, reading materials, songs and rhymes, reference books and visual aids

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Among this week's contributors:

R. W. Noble has written several EFL and ESL coursebooks, including English Basic and Structures (OUP). Donald Hayes is professor of English at the Polytechnic of Central London. A. J. Baird lectures in English language at Exeter University. David Self is the author of Talk: a practical guide to oral work in secondary schools.

More reviews of EFL books on page 15

Geography

Other Posts on Scale 2 and above

ESSEX: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

History

Scale 1 Posts

BRADFORD (City of) Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

Humanities

Scale 1 Posts

CAMBRIDGESHIRE: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

Mathematics

Other Posts on Scale 2 and above

DEVON: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

Modern Languages

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

Scale 1 Posts

NEWHAM: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

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OXFORDSHIRE: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

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REDNIDGE: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

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SANDWELL: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

Scale 1 Posts

SOLIHULL: Mr J. H. H. ASH, 11, The Green, Chelmsford, Essex, CM1 1JL

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SECONDARY Modern Languages continued

REDBRIDGE... (London Borough of) ... Applications to the Headmaster...

Scale 1 Posts

BARLING... (London Borough of) ... Applications to the Headmaster...

RICHMOND UPON-TAMES TWICKENHAM GIRLS' SCHOOL

Applications for the post of Headmaster...

SANDWELL TUDICALE COMPREHENSIVE SCHOOL

Applications for the post of Headmaster...

WEST SUSSEX

Applications for the post of Headmaster...

WIRRAL

Applications for the post of Headmaster...

Music

Heads of Department

BRKSHIRE... (London Borough of) ... Applications to the Headmaster...

HERTFORDSHIRE

Applications for the post of Headmaster...

HEATJINGDON

Applications for the post of Headmaster...

Other Posts on Scale 2 and above

NORTH YORKSHIRE... (County of) ... Applications to the Headmaster...

WEST SUSSEX

Applications for the post of Headmaster...

WIRRAL

Applications for the post of Headmaster...

Scale 1 Posts

BARLING... (London Borough of) ... Applications to the Headmaster...

HERTFORDSHIRE

Applications for the post of Headmaster...

OXFORDSHIRE

Applications for the post of Headmaster...

Physical Education

Applications for the post of Headmaster...

Scale 1 Posts

COVENTRY... (City of) ... Applications to the Headmaster...

LEICESTERSHIRE

Applications for the post of Headmaster...

Scale 1 Posts

HERTFORDSHIRE... (City of) ... Applications to the Headmaster...

HEATJINGDON

Applications for the post of Headmaster...

Science

Scale 1 Posts

DEFORDSHIRE... (County of) ... Applications to the Headmaster...

WARWICKSHIRE

Applications for the post of Headmaster...

Religious Education

CITY OF BIRMINGHAM... (City of) ... Applications to the Headmaster...

Scale 1 Posts

COVENTRY... (City of) ... Applications to the Headmaster...

HOLNSLOW

Applications for the post of Headmaster...

HERTFORDSHIRE

Applications for the post of Headmaster...

OXFORDSHIRE

Applications for the post of Headmaster...

Physical Education

Applications for the post of Headmaster...

Scale 1 Posts

COVENTRY... (City of) ... Applications to the Headmaster...

LEICESTERSHIRE

Applications for the post of Headmaster...

Scale 1 Posts

HERTFORDSHIRE... (City of) ... Applications to the Headmaster...

HEATJINGDON

Applications for the post of Headmaster...

Science

Scale 1 Posts

DEFORDSHIRE... (County of) ... Applications to the Headmaster...

DEFORDSHIRE

Applications for the post of Headmaster...

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HUMBERSIDE

Applications for the post of Headmaster...

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Applications for the post of Headmaster...

Social Studies

Applications for the post of Headmaster...

Other Posts on Scale 2 and above

ESSEX... (County of) ... Applications to the Headmaster...

Scale 1 Posts

WARWICKSHIRE... (County of) ... Applications to the Headmaster...

Speech and Drama

Applications for the post of Headmaster...

Scale 1 Posts

OXFORDSHIRE... (County of) ... Applications to the Headmaster...

SOMERSET

Applications for the post of Headmaster...

Scale 1 Posts

BRISTOL... (City of) ... Applications to the Headmaster...

Scale 1 Posts

BRISTOL... (City of) ... Applications to the Headmaster...

Scale 1 Posts

BRISTOL... (City of) ... Applications to the Headmaster...

Scale 1 Posts

BRISTOL... (City of) ... Applications to the Headmaster...

Scale 1 Posts

BRISTOL... (City of) ... Applications to the Headmaster...

SECONDARY Technical Studies continued

HUMBERSIDE... (County of) ... Applications to the Headmaster...

Scale 1 Posts

HERTFORDSHIRE... (County of) ... Applications to the Headmaster...

Scale 1 Posts

HERTFORDSHIRE... (County of) ... Applications to the Headmaster...

Scale 1 Posts

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Scale 1 Posts

HERTFORDSHIRE... (County of) ... Applications to the Headmaster...

Other than by Subject Classification

Scale 1 Posts... (County of) ... Applications to the Headmaster...

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Scale 1 Posts... (County of) ... Applications to the Headmaster...

Scale 1 Posts

Scale 1 Posts... (County of) ... Applications to the Headmaster...

Sixth Form and Tertiary Colleges

Other Posts on Scale 2 and above... (County of) ... Applications to the Headmaster...

Scale 1 Posts

Scale 1 Posts... (County of) ... Applications to the Headmaster...

Scale 1 Posts

Scale 1 Posts... (County of) ... Applications to the Headmaster...

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Scale 1 Posts

Scale 1 Posts... (County of) ... Applications to the Headmaster...

Scale 1 Posts

Scale 1 Posts... (County of) ... Applications to the Headmaster...

Lancashire County Council CLOSING DATE 22nd AUGUST 1977. PRIMARY AND SPECIAL SCHOOLS. SECONDARY SCHOOLS. MASTERS/MISTRESSES. SPECIAL EDUCATION.

Lancashire County Council CLOSING DATE 22nd AUGUST 1977. PRIMARY AND SPECIAL SCHOOLS. SECONDARY SCHOOLS. MASTERS/MISTRESSES. SPECIAL EDUCATION.

City of Manchester Education Committee. Scale 1 Posts. Scale 2 and above. Scale 3. Scale 4. Scale 5. Scale 6. Scale 7. Scale 8. Scale 9. Scale 10. Scale 11. Scale 12. Scale 13. Scale 14. Scale 15. Scale 16. Scale 17. Scale 18. Scale 19. Scale 20. Scale 21. Scale 22. Scale 23. Scale 24. Scale 25. Scale 26. Scale 27. Scale 28. Scale 29. Scale 30. Scale 31. Scale 32. Scale 33. Scale 34. Scale 35. Scale 36. Scale 37. Scale 38. Scale 39. Scale 40. Scale 41. Scale 42. Scale 43. Scale 44. Scale 45. Scale 46. Scale 47. Scale 48. Scale 49. Scale 50. Scale 51. Scale 52. Scale 53. Scale 54. Scale 55. Scale 56. Scale 57. Scale 58. Scale 59. Scale 60. Scale 61. Scale 62. Scale 63. Scale 64. Scale 65. Scale 66. Scale 67. Scale 68. Scale 69. Scale 70. Scale 71. Scale 72. Scale 73. Scale 74. Scale 75. Scale 76. Scale 77. Scale 78. Scale 79. Scale 80. Scale 81. Scale 82. Scale 83. Scale 84. Scale 85. Scale 86. Scale 87. Scale 88. Scale 89. Scale 90. Scale 91. Scale 92. Scale 93. Scale 94. Scale 95. Scale 96. Scale 97. Scale 98. Scale 99. Scale 100.

COUNTY OF SOUTH GLAMORGAN
LADY MARY RC HIGH SCHOOL
 Cardiff (11-18 Comprehensive) 7 form entry

ENGLISH: Scale I
 Required for September, 1977, to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

ST CYRES COMPREHENSIVE SCHOOL
 Penarth (11-18) 10 form entry

MATHEMATICS/ENGLISH: Scale I
 Required for January, 1978, or earlier if available; to teach Mathematics to C.S.E. and 'O' Level and some English in the Lower School. Previous applicants will be considered.

Application forms may be obtained from the undersigned on receipt of a stamped addressed envelope to whom completed forms should be returned within ten days of the appearance of this advertisement.
 F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SPECIAL EDUCATION
 Scale I Post continued

SUFFOLK
 For January 1978, the County of Suffolk is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

SUSSEX
 The County of Sussex is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

WEST SUSSEX COUNTY COUNCIL
 For January 1978, the County of West Sussex is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE CSD PA THROUGHOUT THE COUNTY.

Applicants for appointment to County and Voluntary Controlled Schools (except reserved teachers) effective from 1 September 1977 and later should refer to the Education Committee's proposal to issue to Assistant Teachers on Burnham Scale 1 contract to the service of the County Council with assignment initially to the school indicated. This will mean that teachers appointed may be required to transfer to other schools at a later date.

YOUTH TUTOR
OXTED COUNTY SCHOOL
 An interesting SCALE 3 TEACHING POST, involving developmental group work with school pupils and extra-curricular activities in liaison with the Youth Service, in a large comprehensive secondary school serving a wide rural area of South-East Surrey, with a purpose-built Youth wing opening Autumn 1977.

Further details and application form from County Education Officer (YCS/JC) County Hall, Kingston upon Thames, Surrey KT1 2DJ; telephone 01-848 1664, ext. 5110.
 Closing date for applications: 14 days after the date of this advertisement.

INDEPENDENT continued

Pastoral

SURREY
 THE PRESIDENT HOUSEHOLDERS' ASSOCIATION is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Physical Education

ESSEX
 Required for September, 1977, to teach Physical Education to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Technical Studies

LONDON SE22
 WYNDHAM SCHOOL, Green Lane, London SE22 8JF. Green Lane School is seeking a qualified teacher to teach Technical Studies to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other than by Subject Classification

DEVON
 BURNHAM COLLEGE, Barnstaple, Devon. The County of Devon is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

SUFFOLK
 ST. JULIAN'S SCHOOL, Ipswich, Suffolk. The County of Suffolk is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other than by Subject Classification

BERKSHIRE
 LANGLEY COLLEGE OF FURTHER EDUCATION, Reading, Berkshire. The County of Berkshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

Other than by Subject Classification

WANTED
 Wanted at once, due to unforeseen circumstances, a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

LONDON, N.W.9
 ST. NICHOLAS SCHOOL, Hendon, London N.W.9. The County of Middlesex is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies for September 1977

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:

Independent Schools

Deputy Headships
 Senior Masters/Mistresses

SUSSEX
 HARTFORDSHIRE COLLEGE, Hertford, Herts. The County of Hertfordshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

POSTS OF RESPONSIBILITY

COMPREHENSIVE
EGHAM, MAGNA CARTA SCHOOL
 TECHNICAL STUDIES teacher for January to July in a developing Design Department. Applicant should offer skills in a wide range of media. Scale 2 available. Telephone: Area Education Officer, Woking (Woking 4311).

SCALE 1 POSTS

HORLEY COURT LODGE COMPREHENSIVE
 MATHEMATICS teacher to take subject throughout the school including Sixth Form. Scale 2 post available for suitable applicant. Telephone: Area Education Officer, Reigate (Rehill 88441).

Science

BRIGHTON
 BRONTON COLLEGE, Brighton, Sussex. The County of Brighton is seeking a qualified teacher to teach Science to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other than by Subject Classification

BERKSHIRE
 LANGLEY COLLEGE OF FURTHER EDUCATION, Reading, Berkshire. The County of Berkshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other than by Subject Classification

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Other than by Subject Classification

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 LANGLEY COLLEGE OF FURTHER EDUCATION, Reading, Berkshire. The County of Berkshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other than by Subject Classification

BERKSHIRE
 LANGLEY COLLEGE OF FURTHER EDUCATION, Reading, Berkshire. The County of Berkshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Commerce (Office Skills) Design and Technology French

with other language at subsidiary level

Home Economics Mathematics Music Physics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402), payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

Classics

KENT
 GRIFFITHS SCHOOL, Maidstone, Kent. The County of Kent is seeking a qualified teacher to teach Classics to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Commercial Subjects

OXFORD
 BRISTOL SCHOOL, London SW11. The County of London is seeking a qualified teacher to teach Commercial Subjects to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other Assistants

WILTSHIRE
 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Modern Languages

WILTSHIRE
 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach Modern Languages to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other Assistants

WILTSHIRE
 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other Assistants

WILTSHIRE
 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other Assistants

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 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other Assistants

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 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Metropolitan Borough of Stockport

SECONDARY

Required for 1st September 1977

Teacher for Physical Education
 (GIRLS) (Rel. 534/TEB) Scale 1.
 A qualified teacher for this large, mixed 11-18 comprehensive school, Marple Hall will be entering its 4th year of comprehensive development from the two single sex grammar schools which share this attractive site overlooking the River Goyt. There are two gyms and extensive playing fields. A wide range of activities, from Athletics to Yoga is offered and the school has an enviable reputation in sport. Will be expected to share in all the work of the department but a specialist in Netball and/or Athletics would be preferred.

Teacher for English
 (Rel. 530/TEB) Scale 1.
 Capable of teaching the subject ethnographically throughout the school. The junior forms are taught in mixed ability groups being regrouped into G.C.E. and O.S.E. classes in the fourth year.

Teacher for French and Spanish
 (Rel. 53/TEB) Scale 1.
 To assist in the modern languages department. Main languages are French and German, which have equal status, but at present Spanish is being taught to C.S.E. 'O' and 'A' level in the senior part of the school. Will be required to teach Spanish to 'A' level and French at least to 'O' level, while also contributing to the European Studies Programme in the main school. Application forms from the Director of Education, Town Hall, Stockport (quoting ref.) and returned to the Headteacher by 23rd August, 1977.

Other Assistants

WILTSHIRE
 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other Assistants

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 WILTON SCHOOL, Wilton, Wiltshire. The County of Wiltshire is seeking a qualified teacher to teach English to 'O' and C.S.E. Level. There is a possibility of teaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

Other Assistants

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Other Assistants

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Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

SPECIAL EDUCATION

Knowl View
 (Mildly/adjusted boys residential) (All age)
 Norden Road, Bamford, Rochdale OL11 8PT
 Tel. Rochdale 48267

Physical Education

Required initially for one term only, an experienced teacher of P.E. at this residential school for mildly/adjusted boys. Experience of residential work an advantage.

Application forms, (please enclose a fee-paid stamped addressed envelope) available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, Manchester M24 4EA to whom they should be returned not later than 22nd August 1977.

T.E.F.L.

Required September, experienced, qualified teacher of English Language for International Boarding College.

Minimum teaching 5 hours daily.
 Salary £5,000 for suitable candidate.

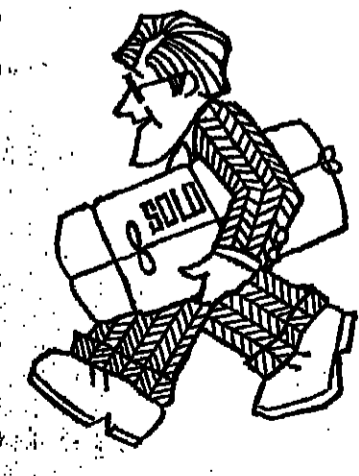
Applications and names of three referees should be sent to:
 The Secretary,
 Taddington Manor College,
 Nr. Cheltenham,
 Gloucestershire. GL54 4DN

FOR SALE AND WANTED

If you have something to sell or something you want to buy, your fellow readers of the TES might be the right people to talk to. There are over 600,000 of them and an advertisement could cost as little as £1.98.

If you are interested please ring Mrs Annice Lightfoot, The Times Educational Supplement, Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234.

If you buy anything for your school—first check the advertisements in THE TIMES Educational Supplement



COLLEGES OF FURTHER EDUCATION continued

HUMBERSIDE... Further Education... Applications are invited for the following posts...

KENT... Further Education... Applications are invited for the following posts...

LANCASHIRE... Further Education... Applications are invited for the following posts...

LONDON... Further Education... Applications are invited for the following posts...

LEEDS... Further Education... Applications are invited for the following posts...

LONDON... Further Education... Applications are invited for the following posts...

LIVERPOOL... Further Education... Applications are invited for the following posts...

LONDON... Further Education... Applications are invited for the following posts...

MANCHESTER... Further Education... Applications are invited for the following posts...

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COLLEGES OF FURTHER EDUCATION continued

SANDWELL... Further Education... Applications are invited for the following posts...

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STAFFORDSHIRE... Further Education... Applications are invited for the following posts...

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Head of Science, Catering, and Art (Grade IV) THURROCK TECHNICAL COLLEGE Woodview, Grays, Essex (Tel. Grays Thurrock 71621)

City of Manchester Education Committee Warden to accept joint responsibility for the day to day running and future development of the residential wing...

STRATHCLYDE REGIONAL COUNCIL Department of Education FURTHER EDUCATION Applications are invited for the following posts...

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION Applications are invited for the following posts...

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LONDON L.L.E.A. VINCAL COLLEGE AND FURTHER EDUCATION Applications are invited for the following posts...

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SANDWELL WHARF COLLEGE OF TECHNOLOGY Applications are invited for the following posts...

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STAFFORDSHIRE THE COLLEGE OF RIPON & YORK Applications are invited for the following posts...

Home Defence College Tutor This residential College, set in pleasant rural surroundings in Easingwold, York, provides seminars, courses and courses (mainly of short duration) at senior level on the civil aspects of home defence...

WESTHILL COLLEGE SELLY OAK, BIRMINGHAM B29 6LL Principal: Alan G. Bamford, M.Ed., F.R.S.A. Lecturer in Education (Special Education) Applications are invited for appointment as Lecturer in Education with special reference to the education of severely mentally handicapped children...

COLLEGES OF EDUCATION continued

LONDON
LONDON EDUCATION AUTHORITY
EDUCATION OFFICERS
Applications are invited from suitably qualified candidates for the following posts...

NOTTINGHAMSHIRE
EDUCATION OFFICERS
Applications are invited from suitably qualified candidates for the following posts...

Adult Education

NOTTINGHAM
WEST MIDLAND DISTRICT
Applications are invited from suitably qualified candidates for the following posts...

Community Homes and Associated Institutions

AVON COUNTY
SOUTH GLOUCESTERSHIRE
Applications are invited from suitably qualified candidates for the following posts...

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OVERSEAS DEVELOPMENT
KNOW-HOW vital to developing countries
Gilbert Islands: Primary Education Headteacher
Assistant Teacher
Solomon Islands: Secondary Education English Teacher
Botswana Primary Teacher Educators: Science

OVERSEAS DEVELOPMENT
KNOW-HOW vital to developing countries
Adviser on primary and compensatory education
Malaysia

OVERSEAS DEVELOPMENT
KNOW-HOW vital to developing countries
HELPING NATIONS HELP THEMSELVES

OVERSEAS DEVELOPMENT
KNOW-HOW vital to developing countries
HELPING NATIONS HELP THEMSELVES

EDUCATIONAL STAFF VACANCIES
KANO State Polytechnic, NIGERIA
As part of the major educational programme, the Kano State Polytechnic is inviting applications from suitably qualified candidates for the following are substantial fringe benefits.
Deputy Chief Education Officers
Senior Masters Grade II
Masters Grade I
Masters Grade II
ADDITIONAL BENEFITS AND GUARANTEES
TEACHING CATEGORIES REQUIRED
METHODS OF APPLICATION

OVERSEAS TEACHING POSTS

LECTURER IN ENGLISH (TUNISIA)

University of Tunis
To be in charge of Spoken English Section and Language Laboratories.
Degree, 1 year postgraduate TEFL qualification or MA in Applied Linguistics, at least 3 years' experience in TEFL educational background.
Salary: not less than 400 Dinars per month. (Present rate of exchange D.o.740/£.)
Benefits: Membership of British Council Medical Scheme; 2 year contract renewable. 77 CU 143

HEAD OF PRIMARY DEPARTMENT (COLOMBIA)

Anglo-Colombian School, Bogota
Independent co-educational day school of 750 pupils aged 4-19.
Head of Primary (Second Deputy Head) for January, 1978.
Qualified teachers aged 25-35 with 3-5 years' experience in a British School.
Knowledge of Spanish essential TEFL qualification an advantage.
Salary: Burnham scale (group 8) plus 1 point.
Benefits: Baggage allowance; 2 year contract renewable. 77 PS 95

LECTURERS/SUPERVISORS (VENEZUELA)

British Council Institute, Maracaibo
Degree/teaching certificate. Postgraduate TEFL qualification and minimum 5 years' TEFL experience. MA in Applied Linguistics desirable.
Salary: £5,210-£7,054 p.a.
Benefits: overseas allowances; free accommodation; medical scheme; superannuation; assistance with local car purchase; 2 year contract. 77 PO 140-1

SCIENCE TEACHER (SPAIN)

The British Council School, Madrid
Candidates should be trained teachers with either a degree in or including Science or a teaching certificate with Science as main subject. Experience of teaching science up to 'O' level essential.
Salary: approx. £3,200-£4,993 p.a. tax free.
Benefits: personal and children's allowances; free superannuation; medical scheme; 2 year local contract renewable. 77 RS 74

LECTURER IN TEFL (SUDAN)

British Council Teaching Institute, Khartoum
To develop and teach major portions of new diploma in TEFL for Sudanese non-graduate secondary school teachers.
Degree plus MA in Applied Linguistics (or 1 year University diploma in TEFL) and at least 3 years' relevant experience including teacher training and EFL teaching.
Salary: £4,589-£5,818 p.a. plus 10 per cent indowment.
Benefits: personal and children's allowances; free furnished accommodation; 2 year contract renewable. 77 HU 88

ASSISTANT DIRECTOR OF STUDIES (ESP) 2 SENIOR INSTRUCTORS (ESP) 2 INSTRUCTORS (ESP) (IRAN)

British Council Teaching Centre, Tabriz
Main duties under contract to teach ESP in Faculties of Engineering/Medicine in University of Azarabadegan, ADO; To supervise and co-ordinate teaching, including programme planning, materials design, teaching instruments; liaison with University authorities; to teach 8 hours per week; to develop in-service training programme.
Degree plus MA in Applied Linguistics or equivalent plus 8 years' TEFL/ESP experience including ESP at university level. Single or married candidates (maximum 2 primary age children).
Salary: £6,280-£7,054 p.a.
Senior Instructors (1 per faculty): responsible for day to day running and design of ESP programme in respective faculties and detailed in-service training to teach a total of 16 hours per week (University and BTO).
Degree plus MA in Applied Linguistics (or equivalent in science education) plus 8 years' relevant TEFL/ESP or Science education/ESP experience. Single or married candidates (maximum 2 primary age children).
Salary: £5,210-£6,028 p.a.
Instructors: To teach 20 hours per week and help prepare materials.
Degree plus 1 year university qualification in TEFL and 4 years' TEFL experience including ESP. Single

candidates only or married couple both to teach (no children).
Salary: £4,589-£5,818 p.a.
Benefits (all posts): accommodation allowance; personal allowance; children's education (excluding instructors); employer's portion of superannuation; 2 year contracts. 77 HO 113-117

COMMUNICATION SKILLS IN ENGLISH PROGRAMME (SAUDI ARABIA)

King Abdul Aziz University, Jeddah
This Programme has been developed over the last 2 years with British Council professional support and has involved the production of specialised teaching materials for the implementation of English Medium courses in the Faculties of Engineering and Medicine.
Required for September, 1977:
TEACHERS OF ENGLISH WITH SCIENCE BACKGROUND
TEACHERS OF SCIENCE WITH INTEREST IN ENGLISH LANGUAGE

Graduates with postgraduate qualification in TEFL and experience of interest in teaching English for Science and Technology. In the case of Science graduates the TEFL qualification may be waived. Exceptionally well qualified candidates may be considered for the more senior post of Materials Writer.
Salary: £7,054-£12,852 p.a.
Benefits: free furnished accommodation is provided but single candidates will have to share; 80 days annual leave; 1 year contracts probably renewable. 77 AU 64-93

TWO LECTURERS IN ENGLISH (KENYA)

Department of Linguistics and African Languages, University of Nairobi
To develop and teach a new remedial course in English for 1st year students. MA in General or Applied Linguistics, at least one previous appointment in ESP overseas and proven ability to produce appropriate teaching materials. Salary £2,210 to £3,064 plus 10 per cent indowment allowance.
Benefits: Personal and children's allowances; free furnished accommodation; 2 year contracts. 77 TU144-145

ASSISTANT DIRECTORS OF STUDIES (TEFL) (EGYPT)

British Council Teaching Centre, Cairo
To develop general English and ESP materials, train and supervise teachers, teach methodology, test and evaluate.
Degree (preferably in English or Modern Languages), MA in Applied Linguistics or one-year University Diploma in TEFL, five years' relevant TEFL experience. Revised Emoluments.
Salary: £4,589-£5,818 p.a.
Benefits: accommodation allowance; children's local education allowance; employer's portion of UK superannuation; two-year contracts renewable. 77 HO 44-18

TEACHER OF TECHNICAL ENGLISH (MOROCCO)

Institut National de Statistique et d'Economie Applique (INSEA), Rabat
BA/BSc degree, one-year postgraduate qualification in TEFL or MA in Applied Linguistics and relevant experience especially in ESP. A good knowledge of French is essential.
Salary: Dirhams 2952 per month (present rate of exchange D.H.6 equals £1).
Benefits: Installation and repatriation grants; one-year contract renewable. 77 CO 132

TWO LECTURERS FOR REMEDIAL ENGLISH LECTURER FOR ENGLISH LITERATURE LECTURER IN HISTORY LECTURER IN GEOGRAPHY LECTURER IN CHEMISTRY LECTURER IN ZOOLOGY (NIGERIA)

State College of Arts and Sciences, Sokoto
To teach 'O' and 'A' levels to students aged 17-plus. Candidates should be UK citizens with a degree and preferably a teaching qualification and at least three years' relevant experience.
Salary: Remedial English posts: Naira 5400-9964 p.a.; Literature post: Naira 6444-7782 p.a.; Other posts: Naira 6444-9964 p.a. (Naira 1.20 equals £1 at present rate of exchange).
Benefits: Indowment allowance; terminal gratuity; low-rental housing; fares for family; two-year local contract renewable. 77 TO 133-9

Return fares are paid. Local contract is guaranteed with the British Council. Please write, briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post, for further details and an application form, to the British Council (Appointments), 65, Davies Street, London W1V 2AA.

YOUTH AND COMMUNITY SERVICE

MUSIC AND DRAMA FOR YOUTH

THE BRITISH COUNCIL FOUNDATION FOR MUSIC AND DRAMA in the Community Centre, Harold House, 100, Kingsway, London WC2C 2JF, is seeking the recruitment of an interested and experienced person to direct an established Jewish Youth Centre. The Centre is a voluntary organisation which provides a wide range of activities for young people aged 12-18 years in a friendly and supportive atmosphere. The Centre is currently seeking a person to direct the Centre and to develop its activities. The successful candidate will be responsible for the overall management of the Centre and for the development of its activities. The Centre is currently seeking a person to direct the Centre and to develop its activities. The successful candidate will be responsible for the overall management of the Centre and for the development of its activities.

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TEACHERS OF ENGLISH WITH SCIENCE BACKGROUND

Graduates with postgraduate qualification in TEFL and experience of interest in teaching English for Science and Technology. In the case of Science graduates the TEFL qualification may be waived. Exceptionally well qualified candidates may be considered for the more senior post of Materials Writer.

TWO LECTURERS IN ENGLISH (KENYA)

Department of Linguistics and African Languages, University of Nairobi
To develop and teach a new remedial course in English for 1st year students. MA in General or Applied Linguistics, at least one previous appointment in ESP overseas and proven ability to produce appropriate teaching materials.

ASSISTANT DIRECTORS OF STUDIES (TEFL) (EGYPT)

British Council Teaching Centre, Cairo
To develop general English and ESP materials, train and supervise teachers, teach methodology, test and evaluate.

TEACHER OF TECHNICAL ENGLISH (MOROCCO)

Institut National de Statistique et d'Economie Applique (INSEA), Rabat
BA/BSc degree, one-year postgraduate qualification in TEFL or MA in Applied Linguistics and relevant experience especially in ESP.

TWO LECTURERS FOR REMEDIAL ENGLISH LECTURER FOR ENGLISH LITERATURE LECTURER IN HISTORY LECTURER IN GEOGRAPHY LECTURER IN CHEMISTRY LECTURER IN ZOOLOGY (NIGERIA)

State College of Arts and Sciences, Sokoto
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Return fares are paid. Local contract is guaranteed with the British Council. Please write, briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post, for further details and an application form, to the British Council (Appointments), 65, Davies Street, London W1V 2AA.

OVERSEAS Appointments

AUSTRALIA

THE UNIVERSITY OF QUEENSLAND is seeking applications for the position of Lecturer in English Language and Literature. The successful candidate will be responsible for the teaching of English Language and Literature to students of the University of Queensland. The successful candidate will be responsible for the teaching of English Language and Literature to students of the University of Queensland.

SPAIN

THE BRITISH COUNCIL is seeking applications for the position of Lecturer in English Language and Literature. The successful candidate will be responsible for the teaching of English Language and Literature to students of the British Council. The successful candidate will be responsible for the teaching of English Language and Literature to students of the British Council.

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UNIVERSITY OF PETROLEUM AND MINERALS

DHAHRAN - SAUDI ARABIA

WIND TUNNEL LABORATORY ENGINEER

A newly established Wind Tunnel Laboratory at the University of Petroleum and Minerals, Dhahran, Saudi Arabia, requires a qualified and experienced Engineer. He will assist and work under the supervision of a Faculty Member in charge of the laboratory. His responsibility will be to assist in the design, construction and operation of the wind tunnel. He should be able to design, construct and operate the wind tunnel. He should be able to design, construct and operate the wind tunnel.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air-conditioned and furnished housing, free air transportation to and from Dhahran each two-year term. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in Dhahran. All salaries and allowances in Saudi Riyals. Ten and a half months duty each year with 45 days vacation pay.

Apply with complete resume on academic and professional background, with details of experience describing the laboratory facilities used, the projects you were involved in and copies of published reports of the outcome of the above projects, together with copies of degrees/diplomas, list of references, and personal data such as name, home and office addresses, telephone numbers, family status (wife's maiden name, names of children, age and sex) to:

Dean of Faculty and Personnel Affairs
University of Petroleum and Minerals
Dhahran - Saudi Arabia

TEACHER-IN-CHARGE AND TEACHER FOR A SCHOOL IN ALGERIA

A leading petrochemical contracting company currently engaged in a major construction project in Skikda, Algeria, wishes to appoint a Teacher-in-charge and an Assistant Teacher for its new school at the job site. The school will be based on the PNEU system will cater for children between the ages of 5 and 11. When the school is completed it will be located on the Mediterranean coast. The appointments are to be made as soon as possible and are expected to be of at least two years' duration. Salaries commensurate with the Burnham Scale, will be supplemented with overseas allowances and are paid free of tax. The benefits will also include free accommodation, medical facilities, a local living allowance and generous home leave. Candidates for both posts should possess suitable qualifications and experience; the senior teacher should also have held a post of responsibility in a primary school. The successful candidate should be prepared to take part in the social life of the camp. Overseas experience and knowledge of French, are advantages. Applications in writing should be made immediately giving personal particulars, curriculum vitae, telephone number and two references to:

The Director,
Parents' National Educational Union,
Murray House,
Vandon Street, Buckingham Gate,
London SW1H 9AJ,
Telephone 01-222 7181
Telex 888895 TLXUR G

Interviews will be held in London and may be called at short notice. A satisfactory state of health is essential and a full medical examination is a condition of employment.

EDUCATION SERVICE

Careers Officer

Employment and Training
Applications are invited for the above post from experienced careers officers or well-qualified persons from industry or commerce particularly with experience of staff recruitment and training. The post which is financed by central government grant will be offered as soon as possible on a fixed term contract which will terminate on 31 March, 1979. The successful applicant will deal specifically with unemployed young people and measures to assist them. The salary will be either on the AP4 salary scale (£3,985-£4,295 per annum inclusive), or the AP5 salary scale (£4,422-£4,862 per annum inclusive). The precise salary offered will be dependent upon the appointee's experience and qualifications and appropriate level of responsibility will be assigned commensurate with the appointee's salary. A car allowance is available. Further details and application forms obtainable from the Chief Education Officer, Hatley House, 79-81 Uxbridge Road, Ealing W5 8SU. Forms to be returned within 14 days of the appearance of this advertisement.



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GREECE

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JOBS IN THE ALPS (FRANCE)

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NEAR HOME

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ADMINISTRATION

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LOCAL EDUCATION AUTHORITY

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PARKING

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KINGSTON upon THAMES

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DEVON

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers. Phase Adviser for Primary Education (South Devon) Phase Adviser for Education in the Middle Years (West Devon) Phase Adviser for Education in the Early Years (West Devon) Subject Adviser: English (Primary) Adviser for Special Services Salary: £6,989-£7,593, plus supplements. Further details and application form obtainable from the Chief Education Officer, Devon County Council, County Hall, Topham Road, Exeter EX2 4QG, to whom it should be returned by Friday, 16th September. This advertisement has been issued after an independent review of the advisory service.



METROPOLITAN BOROUGH OF STOCKPORT SENIOR CAREERS OFFICER £4,137-£4,407 + recent award

KENT County Council Education Committee CAREERS SERVICE CAREERS OFFICER FOR SPECIAL SERVICES

coventry Deputy Principal Careers Officer £5,001 - £5,304 or £5,001 - £5,562 or £5,304 - £5,889 plus 5% supplement

Essex County Council CAREERS OFFICER A.P.4/5 £3,368-£4,095 plus £312 p.a. supplement plus Stage II

ADMINISTRATION Local Education Authority continued KNOWSLEY

NEWCASTLE upon Tyne LOCAL EDUCATION COMMITTEE Applications are invited for the post of SENIOR CAREERS OFFICER

SUNDERLAND LOCAL EDUCATION AUTHORITY SENIOR CAREERS OFFICER Applications are invited from qualified candidates

SUFFOLK WOODBRIDGE SENIOR CAREERS OFFICER Applications are invited from qualified candidates

Cumbria Education Careers Service Division Careers Officer £4,238 to £4,545 plus supplements to a maximum of £520

THE NATIONAL COMMITTEE FOR AUDIO VISUAL AIDS IN EDUCATION has vacancies for two senior positions starting in September

MULBERRY BUSH SCHOOL, STANDLAKE, OXON Headmaster: John Armstrong, M.Ed. Therapeutic Adviser: Christopher Reeves, M.A., MBPS

GORDON TERRACE - PLYMOUTH, DEVON THIRD SENIOR HOME TUTOR £21,824-£22,288 p.a. + £312 p.a. Supplement + Phase II

SUPERINTENDENT Range 6 (points 7 to 11) plus Supplement plus Phase II New Hostel Project, Dudley, West Midlands

EDUCATION DEPARTMENT CITY CARE PROJECT AN ALTERNATIVE TO RESIDENTIAL CARE Educational Psychologist £8,021-£7,162 (Includes supplements)

coventry SENIOR HOUSEPARENT REQUIRED Accommodation for single children in Coventry

Bedfordshire E.E.C. Mother Tongue and Culture Project Required for September, 1977

ADMINISTRATION Continued YOUTH HOSTELS ASSOCIATION Child Care SENIOR HOUSEPARENT REQUIRED

EXAMINERS SOUTHERN REGIONAL EXAMINATIONS BOARD Applications are invited for the post of SENIOR EXAMINER

BURY EDUCATIONAL PSYCHOLOGIST £8,000 to £8,600 plus supplements 18 hours per week

NEWMARKET SENIOR CAREERS OFFICER Applications are invited from qualified candidates

THE ASSOCIATED EXAMINING BOARD SENIOR CAREERS OFFICER Applications are invited for the post of SENIOR CAREERS OFFICER

ANCILLARY SERVICES DORSET COUNTY COUNCIL SENIOR CAREERS OFFICER Applications are invited from qualified candidates

ADDISON-WESLEY Publishers are looking for additional Schools Representatives We are a young, forward-looking company, part of an International Publishing Group

There's more to being cabin crew than just travelling It sounds a lot, but it's a job that's exciting and offers a great opportunity

SURREY SENIOR CAREERS OFFICER Applications are invited from qualified candidates

MISCELLANEOUS NEWCASTLE UPON TYNE SENIOR CAREERS OFFICER Applications are invited from qualified candidates

WANTED: SENIOR CAREERS OFFICER Applications are invited from qualified candidates

BRITISH AIRWAYS courses planned next winter, send your name and address on a postcard to this address

